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THE SIERRA EDUCATIONAL NEWS

Volume XX

OCTOBER, 1924

No. 8

Alexis F. Lange

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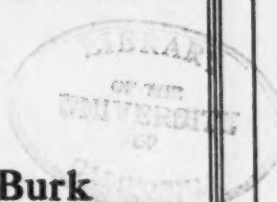
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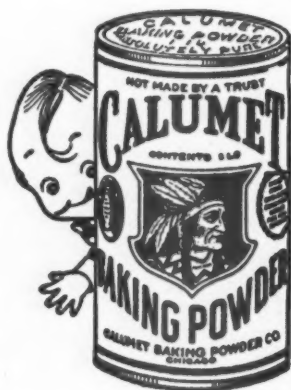
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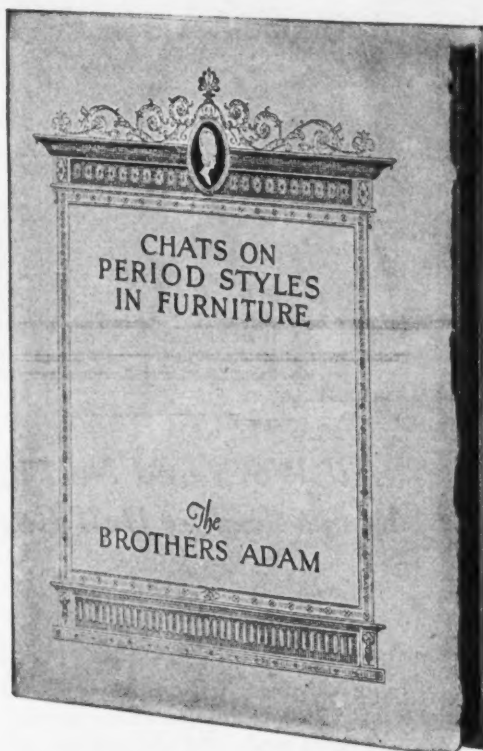
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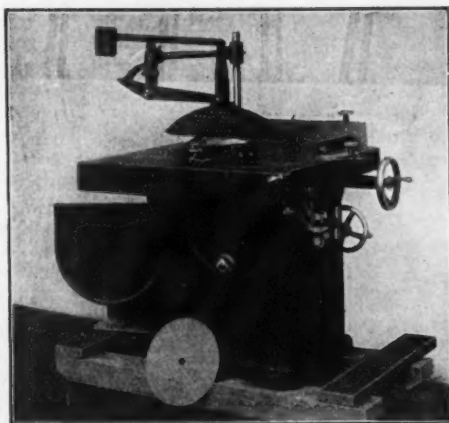
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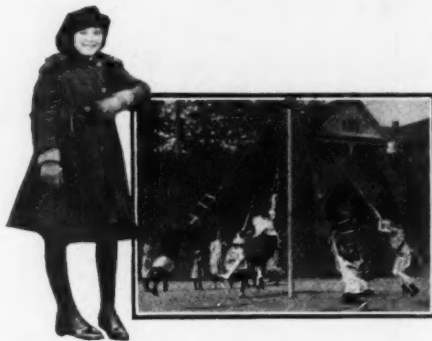


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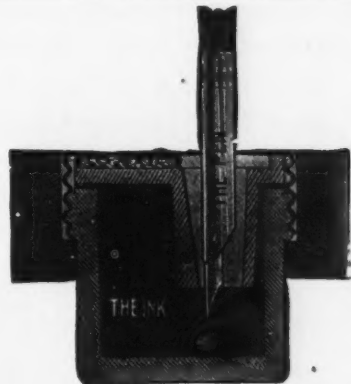
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EDITORIAL



SOME men during life are, by their associates, estimated far above their real worth. Many a person of good address, enticing personality and persuasive utterance but with scant background of substantial attainment or native ability, is her-

ALEXIS F. LANGE aided by the general public as statesman or benefactor or successful man of affairs. It not infrequently happens that one of scant ability and meager attainment will, through force of circumstances, be thrust into a position of trust and prominence. The very prestige and power attached to the position may be sufficient to carry the individual on and make possible achievements and results marked for progress and effectiveness. Conditions may be such as to make for success without particular regard to ability of the individual involved. Men of this type frequently lack capacity or initiative to so organize and shape their own efforts as to develop the field and produce the conditions necessary for success.

It is only fair to remark in passing, however, that frequently one who in private life enjoys a reputation for moderate ability only, may, when the crisis develops or responsibility comes, measure up to gigantic and astonishing proportions. There are numerous examples of men who, by those who know them best, are estimated far below their real value. The relations are too close in time and place for proper evaluation. This type of man is usually quiet, retiring, unassuming, simple in taste and expression, sometimes diffident or lacking in self-assert-

iveness or aggressiveness. Such a man is, through an overwhelming sense of modesty, ever ready to admit the possession by others of qualities of judgment and vision and of ability, to weigh relationships and reach important decisions, when he himself possesses in marked degree these same qualities and characteristics. Such men many times are subject to rebuff and criticism by their associates. They must suffer in silence or if they are fighting for progress they must engulf themselves in controversy and contention, which deadens their vitality and cripples their spirit. And not infrequently this is precisely the result desired by those who are selfish in their motives, who oppose progress and who look with favor upon time and tradition. Is there cause for wonder that so many men of vision and desire to serve humanity become broken and discouraged? The contribution of such seldom receives its true evaluation until long after their work is over.

Our own profession is, unfortunately, not devoid of examples of those who, while ingratiating, diplomatic, industrious even, and because of winning personality and affable disposition, are working for selfish ends and receive advances and emoluments above what they deserve. Others with ability and qualifications far superior, but who are modest and self-effacing, will continue in the more obscure field, the recipients of professional honors or financial rewards entirely insignificant and inadequate.

SUCH an example is found in our lamented Dr. Lange. In his death California witnesses the passing of her

greatest educational prophet and philosopher. He was to the last, while broken in body, brave in spirit. He was a hero and martyr to the cause of public education in state and nation. He died unaware of the magnitude of his own work, of its far reaching effects or of the universal esteem and abiding love in which he was everywhere held. He died as he had lived, contending for the spiritual and vital and dynamic in education as opposed to the academic and static and deadening. The last twenty years of his life previous to retirement some months ago, was one continuous effort to hold the advanced ground already secured for education at the University of California and in the state and to gain such additional outposts as to keep California in the lead. He was a quarter century in advance of his time. Fifty years hence the history of education will accord him high place.



DR. ALEXIS F. LANGE

When in 1890 Dr. Lange joined the faculty of the University of California, he began at once to demonstrate ability quite outside his chosen field of philosophy. Some years later on appointment of Dr. Elmer E. Brown to the position of United States Commissioner of Education, Dr. Lange was made head of the Department of Education at the University. Doubt was expressed in some quarters at that time that a man whose training had been essentially in letters would fill acceptably a position requiring intensive knowledge of psychology, peda-

gogy and the history of education and the whole field of teacher training. Then, too, the department, to be continued and developed, required a leader with organizing ability and administrative qualities. Such fears were soon set at rest. Lange early demonstrated an appreciation of the true meaning of education and a vision of the needs of the future such that

he became by common consent the acknowledged leader of educational thought and progress in California.

A most noticeable characteristic of the man was his sympathy and understanding of those who entered the University for the first time. We have noted him often during the periods of his Deanship of the Graduate School, and later, of the Faculties, when a roomful of young people would be waiting to consult him. They wanted his judgment as to the courses they should pursue, to ask his advice regarding

choice of instructors and question him regarding problems that to them were very real and important. He was never too busy or occupied to give ample attention to every case. We recall suggesting to him on one occasion that he might save himself greatly by passing over to other faculty members much of this type of work. His reply, characteristic of his philosophy, was in effect that it mattered not so much what courses the students took in the upper years of the University, or for that matter with whom these courses were pursued. The chief thing

was to get them started right. Realizing as he did the importance of the first college years, it is easy to understand his appreciation of the significance of the foundation years of the public school. Few men who have spent the major portion of their lives in institutions of higher learning, appreciate as did he the importance of elementary education and the work of the primary years.

It is doubtful if any one in the nation is more responsible than Dr. Lange for the beginnings and success of the Junior High School and the Junior College. His conception of the Lower Division and Upper Division in the University was a long step in the development of University organization. Indeed his work at the University and as Chairman of various committees of the Council of Education and having to do with the reorganization of our school system, tended to bring about advanced legislation which has aided greatly in placing California in the front ranks in her system of public education.

NO evaluation of the man would be complete did we not take into account his services in connection with the reorganization of the California Teachers' Association. Until 1908 there was no statewide association of teachers in California. During the two years preceding, a movement had been growing looking toward affiliation of the various local associations into a united body. Dr. Lange was one of the leaders in this movement. At a meeting held at Santa Cruz in 1907, a committee was authorized to formulate a plan of action. James A. Barr, then superintendent of the Stockton Schools, as Chairman of this committee, submitted to many educational leaders throughout the state, the problem of affiliation and reorganization. They were asked whether it was desirable to work out a plan by which the then California

Teachers' Association, Southern California Teachers' Association, Northern California Teachers' Association, and San Joaquin Valley Teachers' Association might affiliate; and if such reorganization seemed desirable they were asked to submit definite plans looking toward this end. The reply by Dr. Lange to Mr. Barr, and found in the files of the latter, proved a dominant factor in the reorganization and incorporation of the California Teachers' Association in its present form. The letter addressed to Mr. Barr, follows:

December 14, 1908.

University of California,
Department of Education.

"Dear Mr. Barr:

Your letter as to a concert of action falls in so completely with my own ideas and the reasons therefor, that I shall simply say emphatically, 'Yes, of course,' to question one. The suggestions I have by me at present are:

1. Make the presidents of the Southern, Northern, San Joaquin, and other associations ex-officio members of the Board of Directors of the C. T. A.

2. Make the annual meeting of the C. T. A. coincide with one of the district meetings in regular and fixed rotation.

3. Establish a permanent standing committee on school legislation.

4. Appoint a salaried secretary whose duty among other duties it shall be to act as circulating medium.

5. Adopt or create an educational journal as the official organ of the Association.

6. Induce the various alumni and alumnae Associations to appoint standing educational committees and to send delegates to C. T. A. meetings.

7. Differentiate programs so that the district organization will discuss especially local educational problems and conditions. The smaller units such as county institutes should receive special attention at the meetings of these district Associations.

8. Concentrate from time to time throughout the State on the broader

educational and sociological questions with a view to developing public opinion among the people.

Hoping that some of these things will assist you in hammering out something better, I am

Cordially yours,
ALEXIS F. LANGE."

How fully the major part of these proposals were used in the reorganization of the C. T. A., those who have studied its constitution are fully aware. Dr. Lange was one of the original incorporators of the association and served for years on the Council of Education. During all this time in addition to acting as chairman of important committees, and always with the best interests of the class-room teacher in mind, he was ever ready to lend aid and suggestion in building up the association and especially to assist in making serviceable to the teachers the official journal of the association. We could always go to him freely for suggestion, judgment and advice with the most complete certainty that his opinion, when given, would be sound: We have frequently gone to him with request that he prepare an article or present an address on some important theme. As illustrative of the sincerity of the man and his tendency to underestimate his own ability he would, unless the article or address were required weeks or months in advance, state his inability to accept the invitation. He felt that he needed more time to prepare and this in face of the fact that at the moment and without additional preparation, we were aware that he possessed a fuller understanding of the problem than did any person of our acquaintance in the country. It was because of his determination to go to the bottom of his problem before making a pronouncement, that his word carried such weight. Underlying an epigrammatic form of expression, a keen humor and sometimes a biting sarcasm, there was the deepest philosophy, always expressed in such simple and direct language as to make his utterance completely understood and appreciated.

Dr. Lange's work at the University will not soon be forgotten. As Professor of English, Dean of the College of Letters, Dean of the Graduate School, Dean of the Faculties and Professor and Director of the School of Education, and in his work on the Council of Education and through his addresses and articles, he left a lasting impress upon the schools of the state. Many a plan or proposal suggested by him, looking towards the development of the University or the public school system, was contested by the Academic Senate. His logic and calm persistence and greater knowledge oftentimes in the end prevailed over traditional thinking. He had constantly to contend against a group that took for its slogan "If you know a subject, you can teach it." Many men, masters of their individual specialties, but with no conception of education as a science or teaching as an art, have made most difficult the development of a real school of education. Dr. Lange never failed to accord appreciation to his associates for their co-operation. He frequently expressed satisfaction that among others he had to support him such a man as Dr. Boone, who, because of his vision, wise council, and bravery was able to assist Dr. Lange in the purposes he sought to accomplish. Well it was for the University and the cause of education in this State, that, when Dr. Lange was on leave of absence in Europe previous to the breaking out of the World War, Dr. Boone remained in charge of the Department of Education at Berkeley.

Dr. Lange brought the human touch to his work. He combined the qualities of student, teacher, philosopher, friend and guide. His unpublished papers and addresses, which before the death of Dr. Boone we assisted the latter in bringing together in organized form, should be published and made available for general use. As we had occasion to say on

the death of John Swett, so now we say on the passing of Dr. Lange: His work will last and his name will live. —A. H. C.

IN this issue the contribution by James A. Barr is deserving the attention of every thoughtful reader. Mr. Barr writes in a delightfully human and personal way of Frederic Burk and quotes at length from correspondence at once rich and inspiring.

FREDERIC BURK Only the modesty of Mr. Barr prevents the printing of quotations from copies of numerous letters of his own sent in reply to Dr. Burk.

It has been our privilege to examine this correspondence that passed between Frederic Burk and James A. Barr, this extending over a period of years. The ideas and ideals of Dr. Burk are reflected in this correspondence as are also the practical and progressive plans that made the Stockton schools under the leadership of Mr. Barr known throughout the Nation. The student of the history of education would find in this complete file of letters a wealth of material bearing upon educational thought and practice in that period that was the testing ground between the old and the new.

A man of strong convictions, prejudices almost, Dr. Burk came in his later years to be more yielding and pliable in conference or debate. My first experience with him was in Boston shortly before he went down to Worcester to study with G. Stanley Hall. Our last conference on matters educational was in my office a few weeks before his death. How changed from the earlier day were his ideas on child study, industrial activities, drawing, teacher training and other professional problems, only those who knew him intimately will ever fully appreciate.

I have now in my files what is perhaps the last paper he ever wrote. He called

on me saying he had written something which he knew I would not print on account of its drastic nature and the fact that it hit straight out at some of our educational institutions and the methods used by them. He then read to me his article and seemed astonished and pleased at my decision to print it together with editorial comment which I promised would be more penetrating and critical even than were his own statements. As we talked there arose in his mind questions of expediency and his final comment was that perhaps it were best to hold the article until he had given the subject a little more consideration.

In many things our views ran counter to those of Dr. Burk, but when we differed the differences were honest even though decided. Burk appreciated the fact that differences of opinion are often predicated upon honest thinking.

As I now look back upon my years of contact with Dr. Burk I see him as a crusader, ever questioning, trying new things, arguing, investigating. He had convictions and he followed them freely until he proved their worth or found something better. He was an educational pathfinder and prophet entirely fearless and undaunted. As he was a believer in the individual child and a foe of the "lock-step" in education, so he himself was individualistic in character and thinking and followed no worn trails of tradition.

He was never afraid or ashamed to stand alone for what he believed to be right. This trait of his character, found in too few of us, will alone make his name and work remembered. His distinct contribution consisted in raising questions and inspiring to study and investigation. He left little of a tangible nature in printed form. He left much in idealism and real insight into child nature and in the spirit of true service. A. H. C.

SOME LETTERS OF FREDERIC L. BURK

JAMES A. BARR

IN my library are files and files of personal correspondence with treasured memories of those that were. But of all the files none carry more vital messages than do the letters from my friend, the late Frederic L. Burk, during the decade from 1890 to 1900. During these years we were both "breaking lances" with those who stood for tradition in all matters educational. It was during these years that he served as Superintendent of Schools in Santa Rosa and Santa Barbara while I held a similar position in Stockton. What with untrained teachers, the old-time course of study as unyielding as the "laws of the Medes and Persians" and almost a total lack of supplemental books and apparatus, our problems were problems common to both.

The "What-Has-Been" or "Will Be"

A major time-killing problem with both of us was what he called the "blind prejudice of the populace" in those days calling for the "what-has-been" in education, rather than what "will be" and, it may be added, in the light of educational progress made during the thirty years that have passed, what now "is." I will mention but one instance of dozens that his letters recall. In those days many new subjects of study were timidly "knocking" at the educational door, seeking entrance to prepare the children for the broader life of the new century soon to come. Among these subjects was "Nature Study." In the aroused enthusiasm of boys and girls taken to nature rather than to an educational diet entirely from the "dry-as-dust" text books we then had, many mistakes were made. And even work that was not a mistake, at times stirred up the press and the people, who wanted text book "larning" and the three R's, pure and undefiled.

Rabbits and Water Beetles

I well recall how Dr. Burk was "pilloried" for permitting "perfectly dead rabbits" to be skinned and studied in the class rooms. In Stockton I was in worse case, as unhappily after a series of lessons on water beetles, the boys and girls proceeded at home, to a further study by collecting beetles and dissecting them without the trouble of waiting for them to be "perfectly dead!" Of course the parents were aroused, the press editorialized and I nearly lost my job. This is only mentioned as a typical instance of some of the many difficulties

encountered in piloting the "good educational ship" through the uncertain waters of those stormy days.

Arithmetic Thirty-two Years Ago

Here is one instance that will illustrate some of the problems of course of study we met, in varying degrees, during these earlier years of our supervisory work. I find in my files the following statement, showing the emphasis given to arithmetic at that time:

"In May, 1892, a careful study of conditions in the Stockton schools was begun, to determine just what results were being secured in each subject in the school course, the time given to each subject, when pupils begin to leave school, etc. Briefly here are some of the facts shown by this investigation:

1. From one-third to one-half of the school day was given to arithmetic in grades one, two, and three.
2. In the judgment of the majority of the teachers, the pupils were not well prepared in the work.
3. The children could not read many of the problems they were expected to solve, nor could they apply with a fair degree of readiness the number facts learned to simple problems taken from their own experiences.
4. In general, the training in other subjects, especially in reading and language, had not kept pace with the training in arithmetic."

All this seems unthinkable in this more modern day. However, it illustrates conditions obtaining in many schools at that time. This survey was gone over by Burk and myself and many were the changes in both subject matter and method that finally came from it.

Santa Rosa the Educational "Mecca"

To us in Stockton, Santa Rosa was the educational "Mecca" of the State. Here was a laboratory in which new methods and new material were being tried out in the crucible of experience. Many were the visits I made to Santa Rosa and Burk to Stockton to compare notes. And dozens were the letters that passed back and forth. As I read and reread these letters, now from 25 to 34 years old, I can see that Burk's experience in Santa Rosa and Santa Barbara followed by work at Clark University, was a splendid preparation for his last and greatest work at the San Francisco Teachers College.

It may be worth while for those in charge of the schools of today with their broader outlook, their enriched courses of study, their trained teachers and their generous libraries and other teaching material, to know at first hand something of how Burk led in the fight for the

better things that now are. The paragraphs given below from our correspondence are in Burk's words, usually written in long hand and at times almost as illegible as Horace Greeley's were said to be. And as always with Burk, whether writing a letter or speaking to an audience, the words came white-hot with conviction and without thought of whether the "other fellow" would agree or not.

A Twenty-Page Letter

The letter written from Santa Rosa under date of May 2, 1896, is the one I treasure most of all. Some two weeks before, he visited the Stockton schools to make a survey at first hand of the results secured from subject matter and methods that were at issue between us. Fortunately, perhaps, I was not in Stockton that week so he wandered unpiloted among the schools, seeing work, good, bad and indifferent. On his return to Santa Rosa, he wrote me a twenty-page letter, telling in his refreshingly frank way just what he thought about it.

He was more than complimentary about some of the things he saw and just the reverse on other matters. This letter is so personal that I give but two paragraphs selected from it, one that commended our method of teaching phonics, the other in which he "roasted" me for having too much "discipline for the sake of discipline," as he put it.

On System and Discipline

I only give these two paragraphs because they so well illustrate Burk as I knew him. Many have felt that he was always unyielding in any argument on any question. I never found him so. On a matter of theory, he was unyielding. However, if the theory could be reduced to practice and the facts were against his side of the argument (which rarely happened), he promptly capitulated as he did on the subject of phonics after his visit.

At that time he based his supervision very largely on two main issues: (1) Allowing free latitude to the individuality of the teacher and (2) basing subject matter and method on what would arouse the interest of the child. I agreed with him but would not travel the road as far as he did. I argued that a certain amount of system, even of drill, with such prosaic material as phonics and the multiplication table, should be insisted on. Without intending to be a martinet, I also insisted that there should be enough discipline so that "Johnny" and "Susie" would give attention whether they were interested or not. Perhaps I was wrong in some of this. Certainly Burk thought so, and since I

have had children of my own, I have been more inclined to agree with him.

Something of the Real Burk

The extracts given below are not given as illustrative of Burk's philosophy of education, nor is any effort made to show matters in sequence. However, the extracts will show something of the real Burk during those "happy fighting" years from 1890 to 1900. They are given in all reverence to show in an intimate way something of one of the greatest schoolmasters California has ever had, a brilliant writer and speaker, a thinker beyond his time, a real man.

Methods in Reading and Language

Santa Rosa, March 17, 1894.

"We have no general system, the method of one teacher varying widely with another of the same grade. In a general way, however, we have proceeded upon the theory that quantity of language read understandingly and not elocutionary quality is the real key of success. Our aim, therefore, has been to secure reading matter, the natural interest in which should induce pupils to read of their own accord. The State Series has been discarded within limits of law * * * *

"After being read, the pupils are permitted to tell the stories orally; in most grades one-half hour is devoted to story telling daily, story telling being made an honor, rarely a task. Sometimes in want of better material the stories are made the basis for written work of which we require an hour and a half to two hours daily. In the reading recitation little or no 'elocutionary' drill is given except that which comes naturally by understanding the sense. Much time, however, is spent in 'working over' the story, in discussion of collateral facts, allowing full play to the ethical and scientific instincts, much the same as in higher English classes. We have found that the fairy stories are best adapted to this work but I hope that the history story will soon take the place * * * *

"In the First and Receiving Grades we have been much at sea to get interesting reading matter in the child's vocabulary. We therefore composed and printed 'Little Red Riding Hood,' 'Sleeping Beauty,' and 'The Golden Fleece.' The voracious youngsters have, however, exhausted these, and for some months the teachers have been printing (as well as writing) stories on the mimeograph. It is hard work for the teachers but fun for the children. Several history stories have been given in this way, a system valuable because the vocabulary can be fitted to order * * * *

Spends Evenings in Library

"The large majority of our pupils are regular patrons of the library. For six months I personally spent my evenings in the library encouraging the youngsters on interesting lines. But now the battle is won and they need no encouragement and but little direction. The

library directors lent their aid and I was permitted to stock the library with suitable material * * * *

"In a word experience and theory bear out the assertion that interest is the key to the reading problem. Our present obstacle is lack of suitable books."

Blind Prejudice for "What-Has-Been"

Santa Rosa, July 31, 1894.

"I tell you this danger. I almost believe it is the only really serious enemy the new education has to meet. This blind prejudice of the populace educated in our schools to accept the 'what-has-been' as a guide for the 'is' and 'will-be' * * * *

Views on Supervision

"I would suggest for consideration whether or not your work will be direction at all at the beginning. It is human nature to dislike direction and our teachers in most schools have been directed into hopeless mental inanition. I have thus far found here that encouragement is best given individually. Encouragement even when given for work on wrong lines, if the effort is there, is never misapplied. I do not think I have ever given unqualified instructions of any kind nor have I ever disapproved of the result of a real effort, however poor that result, and yet I know we are all working in a spirit of the utmost unanimity of principle. So, I most profoundly agree with you that your chief anxiety must be 'to secure hearty co-operation and the putting out of individual power.'"

Helping Teachers

Santa Rosa, Sept. 7, 1894.

"I wish I could intelligently answer your question as to method of directing teachers. I am conscious of very little direction. We have few if any set teachers' meetings * * * I do not know that we always limit our discussions strictly to school matters. But it works in somehow. We talk over difficulties and progress in this aimless sort of a way. If this is direction, then we have a good deal of it. If I read a good or helpful thing I try to get it for them and vice-versa. There is another class of teacher—of course I would not admit there were any such in Santa Rosa—who are listless and who spend their time hoping for three o'clock to come; such persons, I think I should let severely alone.

Quickening the Dead

"Why should we disturb their beatific rest and peace? No amount of direction will make teachers of them for the soul is dead within, hence the great value of the department system to bridge such weak places. Especially is this true of the English and Science work. No corpse can handle the work and the quick need very little specific directions—so I am inclined to think the question of direction, in a strictly systematic sense, is no question. The problem of quickening the dead is another matter altogether, perhaps it belongs to the medical de-

partment of pedagogy! That, I take it, is largely your special business as the Superintendent of the Stockton Schools."

Comment on Penmanship

Santa Rosa, December 30, 1894.

"I see that the purposed comparison in mechanical writing would be purposeless, and I fear unfair to the special writing teacher, for our work as you know is now all executed with studied care under the watchful supervision of the teacher, page by page. Whether we will really succeed in establishing this perpetual care as a fixed habit united with facility and rapidity is a question which only time will tell. I am extremely sanguine, however * * * *

"My own opinion is that fussing with form and movement in penmanship is ruinous to the work. If your little people will sit in a natural, hygienic position in seats which allow free use of the arms, the movement will come of itself. The form, I believe, is immaterial. They will write vertically because they find that is natural. It, however, is true that the form in the vertical copy books is the most legible (because it dispenses with all unnecessary lines and is convenient to the eye) and is so easy to acquire by reason of its simplicity."

A Characteristic Paragraph

Santa Rosa, March 27, 1895.

"Things are running smoothly here—too smoothly. I'm tired of the smoothness. It gives me the ennui. I'm running into ruts and really cannot find enough to do. For a man to be happy, as you and I have found out, there must be some difficulties to solve, and when the work becomes merely one of planning and working out on greased lines it makes one have a sense of weariness."

Study Hall System

Santa Rosa, October 1, 1895.

"The study hall system is working like a charm. We keep the room as still as death, absolutely prohibiting all whispering, which we are able to do with a teacher in charge who has nothing to do but to maintain absolute quiet. The result is that pupils get solid study out of their study hours, and besides are acquiring a habit of mental concentration which I trust they will be able to carry into their home study. We already are able to notice the difference. Double the amount is accomplished in their study hours. These hours enable them to do most of their drudgery work, such as languages, mathematics, etc., allowing their easier and more interesting work in history, science, readings, etc., to be pursued at home."

System and Phonics

Santa Rosa, May 2, 1896.

"I went to Stockton with some slight prejudice against your amount of system which on general principles seemed likely to interfere with individuality. As a result of my observations, I shall certainly introduce more system in our schools and hold teachers to more strict

accountability for conformity to our courses of study * * * *

"We both started out last September to use phonics in the primary grades, you by means of regular system and definite method; I by means of suggestion of end to be reached. The result is that in our schools it was tried, critically and doubtfully, while your teachers took hold from the first and worked definitely and confidently. The result is, to tell the candid truth, your first grades are clearly a year and more in advance of our pupils in ready reading ability.

"Your little people can by this phonic system, really read anything if you but give them time. I put the result down to your systematic way of going at things. I do not mean by this I propose materially to change my plans of supervision. I could not make the success of your method, nor you of mine, for they are matters of individuality, but what I have seen is a lesson and I shall proceed to amend and improve upon my own method, probably along the line of giving more detailed suggestions * *

His Views on Discipline

"Now I have one sweeping criticism to make * * * * Your pupils are too well disciplined for the sake of discipline. However, here again, let me say with equal admiration, the results under this method of passivity and good discipline are by far the best I ever saw issuing from this method. They are so good in fact that perhaps, judged by results, I should not object but should endorse. When called upon your pupils do rise and have something to say as a rule. The others pay a most wonderful attention to the recitations of others. But in the name of natural childhood I must "kick" nevertheless. Let us have children first and pupils afterward * * * *

"I should rather see the eager eye, the flushed face, the forest of hands, even if they were accompanied by some immaterial disorder. This again is an impression. You must remember, too, it comes from a man who is a crank on the other side of this question, who puts an interested state of mind first as outweighing all other considerations. Moreover, I believe that with this interested state of mind, goes not only thinking but the good discipline which comes from not having time nor interest in mischief and real disorder. But again let me say, your teachers have the best discipline on the plan of discipline for the sake of discipline I ever saw."

Toys in Manual Training

Clark University, November 13, 1896.

"I have an idea for you, a brand new one; it is not my own. Dr. Hall has put it forth several times and certainly, if there is anything whatever in the child studies, which are now being made, it is one which is destined to sweep everything else from the board in the line of manual training for the lower grades. The more I turn it over and view it from different lights, the more I am convinced that it is a healthy germ. Kenyon already is working on

the line, in making useful things. But I don't think we push this thing to its full and legitimate conclusion when we adults define use in terms of what is useful for merely adult utilitarian purposes.

Throw Out Symbolism and Busy Work

"We want to push this thing lower down, as far as the kindergarten and primary grades—throw out all that symbolism and silly busy work and teach the child to construct the toys he plays with. This gives him a real motive and real purpose. The first point to discover is the list of toys he wants. In the upper grades as the child grows out of the toy stage, he should be taught how to construct the physics apparatus for interesting physical experiments. By all means have rooms in every building, have rooms you could utilize for physics and this manual training combined."

Characterization of G. Stanley Hall

Clark University, February 28, 1897.

"Clearly Dr. Hall is the spirit of the existing tendencies in education. I hear four or five lectures a week from him. I have three or four private conferences with him a month and yet I never leave him without the sensation of a new world of ideas opening out as a result. He is not dogmatic, never elaborates his ideas in detail but the secret of his power is his great mental fertility and his method of suggestion.

"There are certainly few men who have as many fields of investigation at his finger ends as he. You know he was first a theologian, then a metaphysician, later a neurologist and biologist, then a psychologist and finally as climax, a pedagogue. He keeps abreast of every new investigation in all fields, never forgets previous investigations, and the result is, that in his lectures, in dealing with any problem, he makes you look at it from a dozen different angles or standpoints.

Views on Music

"At present I am working on the subject of music. I have finished drawing after three months steady work. I have as yet formed no conclusions but my facts are pointing against any systematic music in primary years, i.e. learning of notes. The child should be dealt with emotionally * * * *

Less Straining for Expression

"The one main idea I am tending toward here is that we want less method and straining for expression, whether in language, drawing or music, until the child is ten years or so. The conscious element is only a very small part of the child's mental life and for this period the least important.

The real education, which is most important, is that which is going on physiologically below the threshold of the child's consciousness. The attempt to force it immaturely above consciousness, to compel expression in school forms is stunting; give the children variety of food in large quantities and leave it for hidden instinct to assimilate properly."

ALEXIS FREDERICK LANGE—A SYMPOSIUM

There are scores of men and women, both in California and outside the State, who would wish to add their word of regard as evidence of their esteem for the late lamented Dr. Lange. Many former students who have been heartened and inspired by his teachings would be glad to testify to his largeness of heart and richness of mind. Space permits us brief words from only a few who knew him best. In this list is included those, who with Dr. Lange, were the original incorporators of the California Teachers' Association at the time of the organization nearly twenty years ago.—Editor.

MILEPOSTS IN DR. LANGE'S LIFE

BORN in Lafayette County, Missouri, April 23, 1862.

A. B., A. M., University of Michigan, 1885.

Ph. D., University of Michigan, 1892.

Instructor in English, German, and Anglo-Saxon at his Alma Mater, 1888-1890.

Assistant Professor of English, University of California, 1890-1897; Junior Professor, 1897-1900.

Professor of English and Scandinavian Philology, University of California, 1900-1907.

Dean of the College of Letters, 1897-1909.

Dean of the Graduate School, 1909-1910.

Dean of the Faculties, 1910-1913.

Professor of Education, 1907-1923, and Director of the School of Education, 1913-1923.

Such are the mile posts in the abundant life of a rare scholar, a master teacher, and a personality whose work has for all time been builded into the foundation plans of California's educational system.

An enthusiastic student gaining national recognition in the field of English philology, he was, in the very prime of life, "converted or reborn into the field of education," where, as teacher and as administrator, his greatest contributions were made. Guide, philosopher, and friend, he led the educational forces of the State. He was the moving spirit in the reorganization of the State Department of Education, a reorganization which gave it vitality and initiative, and brought it into real contact with school people. He led the way to our present high standards of teacher training. He was the first to provision the junior high school, and then followed somewhat later with his plan of the junior college. These were great tasks, for nowhere else had precedents been established, and leadership meant constant exposure on the firing line. With undaunted courage he wrought, yet with such quiet, unselfish devotion that few beside his intimate acquaintances knew at what personal cost.

To Dr. Lange education could not be static. It was dynamic. It meant growth. It meant

"not only hearers of the Word but doers." It was "a continuous process from the Glory of the imperfect toward the Perfect." Again education, to him, was preparedness—not preparedness through panoply of war, but, in his own words, that "preparedness which means our training as co-workers with God in hastening the coming of His kingdom, and our training for citizenship in this kingdom."

W. W. KEMP.

Dean, School of Education, University of California

A MAN OF VISION

PROFESSOR LANGE was one of my closest friends and wisest counselors during all of the fourteen years I was in the University of California, and I had the honor of suggesting his appointment as my successor in the department of Education.

There was an interesting personal touch to his acceptance of this professorship. While he had always been interested in educational theory and practice, and had on occasion given a course in the history of Education, his chosen subject was English philology, very broadly and humanly treated, and his devotion to this subject was intense. With the coming of earthquake and fire in April, 1906, he had given himself to the work of relief, with that kind of energy, unflinching—unresting, which was characteristic of the man. He said to me a year or two later that if the call to the department of Education had come before that illuminating experience, he would not have accepted it; but the human contacts of the relief work had made him impatient of academic pursuits which did not bear some direct and stirring relation to the lives of living men. The training of teachers for the schools seemed to offer to him reality of the kind he had come to require, and the fact that he entered upon his new work in this spirit added greatly to his qualifications for the undertaking.

He was himself a teacher of rare skill and inspiration. If he had continued to teach a purely historical subject, his work would have

been invaluable to the University and to the State. He had, moreover, a rare insight into the larger educational problems of the University, and his earlier contributions to the organization of college studies were original and useful. From the first, he viewed the University in its relation to the whole range of public education. As a visitor of high schools, he was stimulating and constructive. I saw many signs of the new life which he imparted to dulled and disheartened teachers in the course of these visits.

This was all of it an admirable preparation for his later and larger work. In his new position he fulfilled his earlier promise. He built his life into the life of California, and the State is indebted to him far more than it is likely to realize at the present moment.

He was a man of ideas, of convictions, of friendships. His pipe lent its fragrance to many an interesting hour with his colleagues, and when he said, "Let us have a talk," the old hills back of Berkeley became the more uplifting and companionable.

ELMER ELLSWORTH BROWN,
Chancellor New York University.

HIS TASK WAS WELL PERFORMED

WHILE we all know that it is the law of life that each of us must do his work, pass on and leave his shoes behind for a younger man to follow and they too in their turn must share the same fate, still we are never quite ready to go ourselves or to see our friends depart. So it was with our old friend and comrade, Lange. We all hoped that he might be spared a little longer.

Though this was not to be, there need be no other than pure personal regrets in consequence. For long a wheel-horse in education service in California, Dr. Lange could leave with a consciousness of a large task well performed. His thinking and his activity are written large on the educational history of our State and we shall always look back to him as one who helped to lay solid and sure the foundation for educational development in the land of his adoption. His services to the University of California also were neither small nor unimportant.

An able teacher and leader and public servant has gone to his reward. His impress on the lives of his students was deep and lasting and his inspiration and sound scholarship and clear thinking was most wholesome. A charm-

ing personality was his and we are all the better for his having lived and worked among us.

ELLWOOD P. CUBBERLEY,
Dean School of Education, Stanford University.

PHILOSOPHER, FRIEND AND COUNSELOR

IN THE passing of Dr. Alexis F. Lange the school system of California lost one of its greatest educational statesmen. While his official connection was with the University of California, his influence reached out to every division of the school system from the kindergarten to the graduate and professional schools. There is scarcely a community in the whole state that has not been served by him either directly or indirectly. In all my acquaintance I have never known a man who gave himself and his time so fully and freely as Dr. Lange to the assistance of superintendents, school boards, principals, teachers and students. He was the guide and mentor of our leading school administrators. To him they brought their problems and he gave them the best he had in the way of information and advice. While he seldom told them just what they should do, he always led them to the mountain top whence they could look down on their problems with clearer vision. And when the perplexed administrator discovered the way out of the wilderness of difficulties, Dr. Lange claimed no share of the glory of discovery. The joy he felt in seeing the problem solved submerged all other feelings and emotions.

It is difficult to name Dr. Lange's greatest achievement, because of the number of his great achievements. (To him we owe much for his work in establishing the accrediting system in the secondary school field. It was Dr. Lange who led in outlining the reorganization of secondary education and in the delimitation of the junior high school and the junior college fields. His contributions to the teaching of citizenship, which unfortunately have never been published in book form, are among his greatest works. Then, too, he was the pioneer dean of the School of Education at the University of California, laying the foundations for teacher training broad and deep. Any of these achievements would entitle him to a high place in California education. However, I do not believe that any or all of these constitute his greatest achievement. To my mind his greatest contribution was toward the philosophy of

American education. He lived at a time when American life was changing rapidly; when our institutions were being put to the test of new conditions. Throughout it all he kept in mind that American education must keep pace with American life and he strove to make the schools worthy of their new responsibilities. Frequently I heard him declare that the great need in the field of education is for men who can see the educational problem and see it whole. He was one of the few men in American education who could look down as from a mountain top upon all the sectors of the complex life of education and see what move should next be made. He had a genuine educational philosophy.

An inspiring teacher, a splendid counsellor, a great educational philosopher—Dr. Lange was all of these. And in addition he was to those who were fortunate enough to know him intimately one of the greatest souls and best of friends.

WILL C. WOOD,
Supt. of Public Instruction.

BELONGS IN CALIFORNIA'S EDUCATIONAL HALL OF FAME

IF CALIFORNIA should ever erect an educational hall of fame the name of Dr. Alexis F. Lange would be among the first considered for a place therein.

Practically every movement for the advancement of educational work in California during the past quarter of a century has had the advantage of Dr. Lange's council and advice.

My personal contact with him has been most intimate in a professional way, and I shall never forget his courteous response to every appeal made to him when problems arose requiring careful deliberation and mature judgment. One of these problems was the organization of the first Junior College in 1910. I still have his letters giving advice and encouragement to this movement in response to my appeal to him. Then I distinctly remember his valuable services in re-organizing and incorporating the California Teachers' Association. As president of the new Association during its first year of corporate existence I was in a position to fully appreciate the services of such a man as Dr. Lange on its official staff.

If there was one characteristic that stands out above another in Dr. Lange's personality, it was his freedom from ostentation in rendering service to the cause for which he lived and died. It was sufficient for him to give his aid

and counsel, to others might fall the honor and glory of the achievement.

May his mantle as the Nestor of educational councillors in educational work fall on a worthy successor.

C. L. McLANE,
President, Fresno State Teacher's College.

BIG, SIMPLE AND GENUINE

I REGRET more than I can say to have received this note but today, making it too late I fear, to add my appreciation of Dr. Lange.

I regarded him one of the real big school men of California and the Nation; too big and simple and genuine to hold high office. He was one of the few men that you respected so thoroughly and believed in so completely that you loved him.

JOHN H. FRANCIS,
Principal High School, Victorville.

LAI D FOUNDATION FOR GREAT SCHOOL OF EDUCATION

DEAN ALEXIS F. LANGE was an unusual man. Originally trained in the field of Scandinavian and early English philology, one far removed from any field of interest to the public schools, he had the most comprehensive view of the entire school system, from the kindergarten through the graduate and professional schools of the University, of any man in the West. Especially qualified to handle small groups of research students in a highly specialized field, his teaching duties required him in an elementary way to open the eyes of thousands of undergraduates to the philosophy of education.

Leaving a field with highly developed canons of scholarly research, it fell to his lot to pioneer scholarly work in education where standards (as measured by scholars in other fields) seemed law and organization lacking. As a member of a university faculty somewhat inclined to look upon the training of teachers as a "necessary evil", he laid the foundation for a great teachers' college of the West. Brought into contact largely with women through the professional advising of prospective teachers, he was always essentially a "man's man."

Living through a generation when the secondary schools were in more or less open rebellion against the so-called tyranny of the universities, Dr. Lange held the respect and confidence of every school man and woman in

the State. Through a rugged Northern European exterior he revealed to those who knew him a fine emotional nature; the kindest manner; a rich friendship, and every mark of a true gentleman. And finally, stricken in body at the moment his fight for the recognition of his department had been won, as evidenced by an enlarged faculty and the erection of Haviland Hall, he continued to exhibit the same heroic optimism which had characterized his entire career.

The schools of California are indeed bereaved by the loss of Dr. Lange, but are greatly enriched by his having lived and worked among us.

WM. JOHN COOPER,
Supt. of Schools, Fresno.

HOW DR. LANGE'S GREATNESS WAS MANIFESTED

MY PERSONAL acquaintance began with Dr. Alexis F. Lange six years ago when I began my present work in Berkeley. For many years previous I had known of him, however, through his writings and particularly through the influence which he had exercised over some of my best friends.

His greatness, it always seemed to me, manifested itself in three outstanding directions. In the first place, he was a great friend. He liked to be with people and have them about him. He liked to travel with them, to walk with them, and talk with them. He was a great visitor, always genial and intimate in his sympathies and counsel.

In the second place, he was a profound scholar. His original preparation was fundamental and broad. To this he added through prodigious work as a student throughout many years. It mattered not in what field he worked, he always sought to master the field fundamentally.

In the third place, he was an educational statesman of no ordinary ability. His vision regarding the development of the public school system, particularly the Junior College, was many years ahead of the thinking of others.

He lived a life of great usefulness, bringing deep devotion and abundant energy to everything he did. The results of his work are written deeply in the minds of all who knew him as student or counsellor. The results of his work will live forever as a great monument to him.

HARRY B. WILSON,
Supt. of Schools, Berkeley.

HIS PRACTICAL FIELD GENERALSHIP

THE death of Dr. Lange takes from the ranks of California's school people one of the wisest counselors they have ever had. There never was a spirit more devoted to the end of constructive counsel, for he knew that the real and lasting progress of institutions comes through the sympathetic understanding and co-operation of the many. Always in the forefront of educational movements, Dr. Lange yet exercised a pronounced and harmonizing wisdom in practical counsels. Vision he had, ideals for which he fought; but he kept his feet upon the ground; he remained human.

He was one of the original incorporators of the present California Teachers' Association. His counsels were in its foundations, its development, its spirit; and that Association has had a history that is unique among state associations. As a member of the old State Board of Education, he was keenly alive to the new issues, but always sane in the practical forward steps.

Among the classics of educational literature are utterances of Dr. Lange on the practical movements for junior high schools and junior colleges. As a scholar, he ranked high in university circles; but his great achievement at the University of California was one of practical field generalship, that of creating a college for the training of secondary teachers, in standards and recognition on a par with any university department, commanding the respect and confidence of his university colleagues. That work is his imperishable monument and should bear his name. A few years ago Dr. Lange headed a committee to report to the State Board of Education on the revision of our somewhat disjunct school laws. The aim of his report he summed up in characteristic words as being both "to avoid Bolshevism, which we have, and Prussianism, which we do not want." Nothing illustrates better the spirit and the balance of his practical labors.

There are very many teachers in California who will miss his voice and his words in the educational gatherings of future years; they will miss his fine invitation to independent reflection. The spirit of the true counselor was in his very lectures. There are very many now shaping the educational destinies of this state, as leaders, who will miss the hearty friendship that always welcomed their visits, and the modesty and very human understanding that he put into their conferences. In a word, the force of Dr. Lange's life lay in some-

thing above his scholarship, above his position. It lay in the man himself, in his friendship, in his counsels, in his humanity.

C. C. VAN LIEW.

American Book Co., San Francisco.

A SEER IN EDUCATION

IT WAS Dr. Lange's vision by which he saw and thought in terms of human values that made him a seer in education. It was his emphasis upon personality that so endeared him to those of us who had the rare privilege of personal fellowship with him. It was when "thinking out loud" in the presence of a colleague or a very small group that his character and keen insight into educational problems exhibited him at his best. His emphasis upon the spiritual aspect of human beings and the spiritual elements in education made him an unsparing and effective critic of "moral materialism." He rightly despised the selfish specialists or those who would make other human beings subject to their own selfish ends. He was just as unsparing of those mechanists, or specialists in education, who tried to raise their subjects into educational ends. These spiritual and personal traits made Dr. Lange a powerful antagonist and a power for righteousness in education.

C. E. RUGH.

School of Education, University of California.

AN INSPIRING PERSONALITY

CALIFORNIA and the Nation lost a devoted Tribune of public education when Alexis F. Lange passed away. More than any other one individual he has wrought his ideals into the reorganized structure of elementary and secondary schools in this State. His lectures and papers powerfully advocating the junior high school and the junior college were bugle-notes calling for action; and, as a victorious leader of that important movement, his name will have an enduring place in our educational history.

Those who came directly under the personal influence of Dr. Lange (as the writer is privileged to have done) will treasure through the years their memories of his inspiring personality. His unquenchable faith in the verities of life will ever be a guide to their paths. A philosopher, his interests and sympathies were as broad as the universe itself.

He was a man of charming simplicity of manner, a companion whom it was a delight to

meet. He loved his Country, his family, his University, and his friends. He is gone. but his career of usefulness enables us to say of him, as of few others, "well done, thou good and faithful servant."

A. J. CLOUD.

Chief Deputy Superintendent, San Francisco.

A PROGRESSIVE OF PROGRESSIVES

I HAVE been away and perhaps my word about Dr. Lange will be too late for publication, but I must say to you that his was a Great Soul.

In educational matters one might well have expected to find him a reactionary but he was a progressive of progressives. He had a broad vision, far in advance of his time and his immediate co-workers. His influence in liberalizing university curricula was felt beyond the confines of this state.

In the early days of the California Teachers Association, he and Dr. Daily formed the solid bulwark which made possible its present organization and development. In counsel with Dr. Lange one always found sound wisdom and infinite courage.

FRED T. MOORE,

Manager Pacific Division Silver Burdett & Co.,
San Francisco.

A PROPHET

DR. LANGE was a prophet of education. He foresaw and understood the things that were about to happen before other men had begun to think about them. Dr. Lange possessed a keen and logical mind, coupled with remarkable ability to give expression to his ideas, and a wealth of sympathy and understanding that endeared him to all who heard him, or who came in contact with him.

His work in education in California has been of the greatest value and will enrich education for many years to come.

His untimely departure in the prime of life is a great loss to education and to humanity. The record of his achievements and his splendid devotion should inspire those of us who yet remain to the highest consecration and the utmost endeavor to increase the sum of human knowledge and of human happiness in the world.

MARK KEPPEL,

President, California Teachers' Association.

AN EXPERIMENT IN CLASSROOM INSTRUCTION BY RADIO

VIRGIL E. DICKSON

Deputy Superintendent of Schools, Oakland

Classroom instruction by radio has actually been accomplished by the Oakland Public Schools and KGO, the Pacific Coast Station of the General Electric Company. Just what was done in recent tests is told by Virgil E. Dickson, Director of Research of the Oakland Public Schools, in this article.—Editor.

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What teacher would be willing to stand before the microphone for the first time in his life, risking his reputation by teaching invisible classes in fifteen specified schools (nobody knowing how many more might be listening in) realizing that invisible critics were actually stationed in every school and that thousands of people in homes, shops, stores, and everywhere in the community, were listening in, or could listen in if they wished? After considering the matter eight teachers were asked to prepare lessons. Not one refused.

The authorities in charge of KGO, the General Electric broadcasting station, offered their services free to broadcast eight lessons. The experiment was planned with such questions as these in mind: What kind of lessons could be developed to interest classes in many parts of the city? Could a teacher or supervisor give a demonstration lesson of value without the element of personality gained by presence with the class? In brief, we wished to determine whether anything approaching a common classroom lesson could be sent over the air to many classes at once.

Eight Radio Programs

A committee arranged a program as follows:

1. Miss Blanche Bowers talked to the high eighth and high ninth grade graduates on "What the High Schools Have to Offer." Music by boys' glee club, directed by Irene Fackinder.

2. Miss Alice Bumbaugh, with pupils participating, discussed the development of English art and folk songs for the eight, ninth, and tenth grades.

3. Miss Armeda Kaiser handled a subject in geography—"Petroleum as One of the Three Great Resources of Our State." Music by twelve-piece orchestra directed by Mr. Arthur Nord.

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senior high schools. Music by stringed trio directed by Mr. Herman Trutner.

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Study of Lessons

These schools had receiving sets and listened in on a part or all of the lessons: Allendale, Clawson, Durant, Elmhurst, Garfield, Golden Gate, Lakeview, Lowell Hamilton, Highland, McClymonds, Melrose Heights, Part-Time, Prescott, Roosevelt, and University.

The members of the committee were distributed among the schools to observe each lesson and to make suggestions for improvement of the next. Also the principal of the school was asked to make a report for each lesson describing the results of the listening in at his school, and giving suggestions for improvement. A complete study of these reports revealed many interesting things. Space here, however, permits me to make only a few general statements as to the results.

Conclusions of Committee

The members of the committee are unanimous in the belief that radio can be used successfully by a supervisor or demonstration teacher for certain types of lessons. Principals and teachers have grown more enthusiastic as the series of lessons progressed. It will be necessary to train the radio instructor in the art, methods, and devices for broadcasting a lesson. It will likewise be necessary to train

(Continued on page 587)

A SUCCESSFUL HEALTH PROGRAM

MISS DORA SAVAGE

Daniel Webster School, San Francisco

ABOUT two years ago, we of the Daniel Webster School, realizing that the health of the child was his most important asset and that without it he was handicapped both physically and mentally, inaugurated an intensive health program.

The work divided itself naturally into two parts: (1) The rehabilitation of those who were not physically fit, and (2) the building up of correct health habits in all the children of the school.

Foreigners

A survey had shown that there was a very large foreign element in the school. About 44 per cent were Italian, 16 per cent were Russian, and 10 per cent more were scattered among other foreign nationalities such as Armenians, Greeks, Mexicans, etc. The remaining 30 per cent were children of Nordic descent. Fully 40 per cent of the mothers do not speak English; 60 per cent do not write it, and most of the fathers of the foreign group speak and write just enough of our language to enable them to get along at their work. Many of the mothers work also, and the children are left to shift for themselves during the day. Thus, we realized the importance and responsibility of the work we had before us.

In order that the Health Education program should be emphasized equally in each class room, it was decided that one teacher should act as leader. This position was given to me. I began by calling a meeting of the teachers and together we outlined what should be done the first month. A similar meeting has been held regularly since the work started.

Malnutrition

With the assistance of the Tuberculosis Association, we weighed and measured every child. The underweights immediately became members of a group which received a mid-morning lunch of bread and milk. Where the parents could not afford it or absolutely refused to pay for the milk—not seeing the necessity of it—the children were given free milk. We had a special yard assigned for the distribution of the milk and bread. At first the lunch was served at recess time. Later on, however, we found the older group—boys especially—developing a self-consciousness about drinking milk with the smaller children. Now we distribute bread and milk in the rooms. The child

gets his lunch about ten o'clock, sips the milk slowly, and also carries on his regular class work. The teachers report that this does not interrupt the work, and the children are anxious to take the lunch.

The underweights' habits have been checked up very carefully. We weigh them every week, and each teacher sends me a duplicate report. If there are any danger signals, I, too, follow up that case. In many cases I have visited the home myself and persuaded the mother to change the child's diet.

Enrollment

In January, 1924, we had 836 enrolled. Sixty-four were 10 per cent or more underweight. Now, in May, 23 of those 64 are up to normal. There are now six classes which have no pupils 10 per cent or more below the ideal weight.

Competitive games have been a great incentive for the underweight children who know that when they are up to standard they have a chance of joining their favorite school team.

Of course we realize that our purpose in health instruction is to make health habits function. For the child to know what he should do in order to be healthy and grow is one thing, and for the child actually to do, is another. The only way we can find out whether or not our pupils are living correctly is by keeping records, and this we have tried to do.

In the Health Instruction work, we have used plays, debates, posters, original stories, health blank books, games, "drives" of various kinds, etc.—our goal is not informational material, but the forming of good health habits!

One of the most important phases has been our endeavor to eliminate coffee drinking, and to encourage the use of milk and chocolate. There are now 640 children (about 80 per cent) who drink milk regularly. At the beginning of last year, 522 drank coffee—approximately 62½ per cent. Now all but 58 have stopped—an improvement of 55½ per cent in a year.

Candy Campaign

The Candy Campaign has been another big feature. It has been difficult to make the child see the value of eating candy only after meals. Now, 56 per cent of the children (the corroborating witnesses being their playmates) eat it at the proper time.

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One of the most successful features of our Health activities has been the way in which the children have responded to the eating of some leafy vegetable and fruit each day. This was brought about largely by poster work and dramatization. The accompanying chart will show that in the vegetable race, the spinach is most popular. We have produced three Health plays during the year, selecting the children for each play from the various grades, thus carrying the message of proper health habits directly to the adult audience.

Bathing

We have stressed a full bath more than once a week. While 82 per cent of our pupils take one bath per week, only two or three in a class bathe more than once. One reason seems to be that many have not bath-tubs and it is difficult heating water for several children; another reason is that among the Russians, the Russian bath is taken only on Saturday, as only certain families have the apparatus for giving it.

Fresh Air

Through the Ventilation Committee in the class-room, we have tried to carry over to the home the importance of "Fresh Air." This has led up to the value of sleeping with windows open and now about 75 per cent of the children open their windows at night. Some of their stories about parental objections are very amusing.

As far as out-door games are concerned, every child (except those excused by the doctor or nurse, or those to whom I have given temporary excuses) plays. We are beginning supervised games and plan to keep records of the child's achievements in the big muscle activities. Already two "conscientious objectors" have asked that their children be weighed and measured so that their records also may be kept. Through the games, we are encouraging the girls to wear bloomers, and many of the seventh and eighth grade girls have made theirs in the Sewing Period.

By discussion in every class, we have urged the importance of a bowel movement each morning at a regular time. When a child complains of feeling sick, the first question we ask is, "Have your bowels moved today?"

Defective Teeth

A survey made two years ago, disclosed the fact that fully 98 per cent of our children had defective teeth. Then we begin a definite

program, emphasizing the importance of clean teeth, and how it affected other parts of the body. Finally after a year's work, we succeeded in obtaining a dental clinic. Since then, all of the children in the school have had their teeth cleaned—some more than once; 50 have had amalgam and cement fillings. 250 have had treatments, and there have been many extractions. This work, correlated with the health teaching, has resulted in almost every child in the school realizing the importance of brushing his teeth each day. In almost every class there is a daily inspection.

Besides the above "Rules of the Game" other phases of health education such as balanced meals, etc., have been dwelt upon until we now feel that good health habits are being formed. I realize that we owe much to Mrs. Hetherington, Director of Health Education in San Francisco, for her constant suggestions and her never-falling enthusiasm in our endeavor to reach the Health Goal.

Co-operation

The Board of Health has been untiring in co-operating with us. Every child has been examined, and the nurse has reported the results to the home whenever necessary; 288 have had their tonsils removed this last year; 24 visions have been corrected; 123 have been vaccinated. (Now there are only 60 children in the school who have not been vaccinated.) There are five cripples who are receiving treatment at the clinics.

In conclusion I want to say that work at the Daniel Webster school is functioning because each teacher is interested in the work, feels that the health of every child is her responsibility, and that instruction in the right health habits is only one phase of the work. Correct habits must be established and details developed. Then, and then only, is the goal reached!

The annual convention of California city and county school superintendents is being held in San Francisco, September 29th to October 3rd, under the auspices of the State Superintendent of Public Instruction. The Fairmont Hotel is the convention headquarters.

WHAT SONOMA COUNTY IS DOING (II)

(Conclusion)

MISS LOUISE CLARK

County Superintendent of Schools

ONE OF the greatest factors in building character and developing citizenship is physical education. When the Physical Education Supervisor came here in 1923, she outlined the following program:

Emphasis on good sportsmanship.

Play for all the children.

Supervised playground at all times.

Some equipment installed in each school.

Definite organization on the part of the teacher of a program of Physical Education.

Community playdays.

Decathlon contests.

Increase of playground space.

Some equipment may be found in even the most remote schools. For instance, there was a child in an isolated school who had never seen a ball until the supervisor appeared with some. Now that school has spent a considerable sum on playground equipment and in several schools the trustees are equipping the playgrounds for basketball and other games and in some instances the older children themselves are doing the work. Three Community Playdays were held in the Fall, at which over 1000 children participated.

Hero Worship

It has been customary for some of the high schools to hold open house just before school closes, for the eighth grades. At one of the high schools the boys are sponsoring a movement for good sportsmanship through hero worship of the older boys. They are picking and coaching teams from the elementary schools of their high school district for a field meet in May.

One of the things that is receiving special attention is the adaptation of games for the small playground and for rainy days.

The county is divided into three sections over each one of which is a general supervisor or helping teacher. These helping teachers put on demonstrations in the Fall of the year, and then this January and February called upon some of the most successful teachers to give demonstrations at Saturday conferences in various centers.

General Supervision

One teacher of beginners in a graded school has done so well with her classes in reading that at the end of three months' time 24 of them were ready for promotion. When the parents heard about it they were not very much in sympathy with the idea that their children were to be promoted so quickly. So she invited the parents to come to school and see how well the children could read. The reading demonstration which the teacher made at the conference was a great source of inspiration to the many who saw it.

Another teacher from a one-room school demonstrated that children who come from typically foreign homes—where no English is spoken—can be taught how to study, how to get information, and express themselves in fluent English. She has been in the school for six years, knows her community and understands the children she works with. The helping teacher gave the eighth grade children (they have been in school but six years and a half) an outline for a four-day project, on Hale's "A Man Without a Country." They worked each day during the forty minute literature period, assembled the material, and reviewed it before the school before presenting it at the conference.

Since these demonstrations more teachers have been coming for materials and special help than before, showing that greater numbers are realizing their problems and have an interest in them.

Profile Cards

Profile cards are made for each child tested, giving his name, date of the test, chronological age, educational age, and educational quotient on the face of the card. On the reverse side is a graph showing in years and months the educational age, the chronological age, and the subject ages for each subject tested. Duplicates of the eighth grade profile cards were sent to the various high schools where the elementary school graduates expected to attend. These cards were helpful in programming and classifying the freshmen since they showed which of them had a rich educational background, those that had made average

(Continued on page 589)

TEACHING SALESMANSHIP IN THE GRADES

ELBA JOHNSON

Grant School, Los Angeles

CONSCIENTIOUS teachers are continually on the lookout for new ideas in order to make their teaching function better. Having tried a plan which created great enthusiasm and interest, I am glad to pass it on.

Our school curriculum has furnished subjects which have required the development of memory rather than reason and initiative. As a consequence the student with the highest marks has not been the great success in the work-a-day world. Many carrying away scholastic honors have worked for daily wages under men who were apparent dunces of the classroom.

Purinton, our great efficiency expert, claims that the majority of our people use less than 10 per cent of their brain power. Our schools have not functioned as they should in producing thinking, reasoning individuals. Character-building should be our greatest concern. The parents of the children sent to school are much more concerned about how Johnny and Mary are getting along in arithmetic or grammar than whether they are building up positive qualities of character necessary in the making of a real man or woman. Which is the most important for Johnny—to get 100 per cent in arithmetic by fair means or foul or to build up a character with the qualities needed to make him a power among men?

Children need to get ideas in a concrete way. It does not appeal to them to lay up shares of stock "in heaven, where neither moth nor rust doth corrupt," if they know they can get what they are after here with less effort! It is not to be expected that a sinner should learn in a day to prefer starving virtue to well-fed vice or a large capital locked in heavenly stock to a handsome income even though it comes from a doubtful source.

The desires of the human race are: 1. For life and health. 2. For wealth. 3. For knowledge. 4. For beauty. 5. For righteousness. 6. For companionship.

The well-rounded life should be made up of activities to satisfy all of these desires in due proportion.

Now what shall the teacher use as a means to this end? I decided that "Salesmanship" would fill the bill best. As a subject for instruction it is practical, appeals strongly to the

imagination, and will arouse more enthusiasm than ordinary school work. Then, too, we all have something to sell. If nothing else, we have the product of our hands or brains.

Salesmanship affords such an excellent opportunity for the development of character and those qualities of mind and heart that belong to true manhood. These qualities of honesty, courtesy, accuracy, perseverance, etc., qualify the possessor with the assets necessary for the highest type of salesmanship.

Convinced of financial gain, immediate or future, a child will work long and hard to develop those qualities and incidentally soon learns that the character value becomes greater than the cash value. No boy of 10 or 11 years of age cares to brush his hair and clean his finger nails simply out of a desire for beauty at that age, but make him see that it will make people respect him more, and will aid him in his business dealings, he'll brush his hair without being reminded of it.

"Personal Efficiency" must then necessarily become the class slogan and "Character Building" the ultimate object. The lessons and fundamental principles will help the individual not only to become a better salesman, a stronger leader, but it will enable him to live a better life, acquiring a more winning personality and a greater individual power. Every person has within himself hidden possibilities of which he is unaware and great enough to make him a power if they are developed and properly directed. There is no individual who is not able to broaden his sphere and make himself worth more to himself and to others, too.

The important idea to hold before a child is to become a Master Salesman. Anyone can be a charlatan or do things by chance, but to have all the qualities of a master salesman is an ideal to strive toward. These are the same qualities that any truly successful man would have. It is an ideal to aim at under a concrete guise. Having solved my problem as far as a plan was concerned, I was anxious to try it out. My opportunity came as one day in the week while the girls went to special sewing class I had the boys alone. I wanted to give them a profitable hour and was free to choose my subject. Getting my principal's consent I set forth on the experiment.

Calling the boys together I asked them how they would like to study "Salesmanship." Cries of approval came spontaneously. I then carefully explained to them that to be salesmen we'd certainly have to learn what salesmanship was and the difference between an ordinary salesman and a master salesman, the steps or stages passed through in every sale. 1. The introduction. 2. Attention. 3. Interest. 4. Desire. 5. The Decision or Resolve to Act. Every man's personality is physical, mental and moral. Each influences the buyer. We must study people to learn how to meet customers in the right way and every salesman should know his own goods thoroughly and be prepared to meet objections.

As we chose "automobiles" as our first thing to sell, it was necessary to make a thorough study of them. By means of books, magazines, catalogues, and discussions, we learned about the different makes, the different styles and their uses, the lines, springs, windshields, radiators, wheels, carburetors, ignition, transmission, etc., etc.

As I knew very little about cars, I had to study with them and direct the study. We tried to make it systematic and scientific. I was surprised how much some knew and was truly amazed how little other had observed. Most had a smattering knowledge of a few things about a car and some in the class could name the make of every car coming on the boulevard a block away. The discussions on types of valves and their advantages or disadvantages caused me to marvel. Salesmen and demonstrators were importuned for technical information. We were invited to an assembly factory where a very profitable afternoon was spent. Debates were held as to the merits of certain standard cars. Salesmen were besieged for arguments to defend their goods. They became enthusiastic about the work the boys were doing and did all they could to encourage them. They visited our class and gave talks on their goods and on how to interest customers.

Another step before we could prepare for selling talk was to study ourselves. I tried to impress every boy with the importance of studying what he was best suited to do. If he kept it in mind through grammar school he would not waste so much time in high school. He could then choose the right course and specialize. Many boys finish college before they decide on a career and discover very often that they have no preparation for the thing they wish to do. If a boy decides on a certain thing

and finds later he has to change, the fact he's had an aim he was working toward would of itself be of great value. We committed to memory the following quotation by Phillips Brooks:

"Set yourself earnestly to see what you were made to do, and then set yourself earnestly to do it; and the loftier your purpose is the more sure you will be to make the world richer with every enrichment of yourself."

We marked ourselves in positive qualities and checked the ones we were lacking in and needed to improve. These we at once began to try to strengthen. We marked each quality on the basis of 100 per cent, added them up and divided by the number of qualities to get our average. Parents were asked to grade their children. Many admitted they could not do it at all, while others tried and showed no judgment whatever. Boys were marked 100 per cent in honesty at home and were the worst little cheaters in the class at school. It is remarkable how apt children soon become in deceiving their parents if the parents do not keep a check on them. As my boys were eighth graders they were at an age where their sense of right and wrong was very strong. They realized that no one but themselves could mark fairly. They would have to study and establish their own standards. Using their own measuring stick, they would judge themselves. They were so earnest and did not try to spare themselves in the least. Many told me they had cheated all through the grades and thought nothing of it until they came to check themselves in honesty. They then realized they had cheated no one but themselves.

We discussed physical, mental and moral personality and studied how to walk, carry ones' self, breathe, and even shake hands. (How few persons realize their character can be judged by their handshake.) Often when I'd meet my boys on the grounds they'd come to me to shake hands to see if I thought they were improving in their handshake. They were in dead earnest and thought "Personal Efficiency" all their waking hours.

In class we were ruthless in criticising ourselves and each other in a kind, constructive way. Everyone wanted to be criticised to improve. We allowed no personalities on the outside, except of men in prominence or from history. For written papers, we wrote up some person in the class without giving the name

(Continued on page 591)

THE TEACHING OF PRINTING IN THE JUNIOR HIGH SCHOOL

A. J. CLOUD,

Chief Deputy Superintendent of Schools, San Francisco

THE development of the Junior High School as the central link in the reorganization of elementary and secondary education, is one of the most satisfactory phases of present day school readjustment to the changing needs of society. The seventh, eighth and ninth school years, broadly speaking, are the years of dawning adolescence. The students are beginning to have a new outlook on life activities outside the classroom; they are beginning to feel within themselves the stir of life career motives. Printing, carpentering, lawyering and candlestick making are assuming a real relationship to their own aspirations and ambitions.

The authors of that excellent recent volume entitled "Junior High School Life" (Thomas, Tindal and Myers) declare:

"In order that 'vocation,' the fourth cardinal objective of education, may be attained more vocational training under guidance should obtain in every secondary school. Experience has proved that such opportunities add to the holding power of the school, conserve energy, bridge the gap between the work and the worker, contribute to the happiness of the individual, and add materially to his efficiency as a unit of the state or nation."

The report of the National Commission on the Reorganization of Secondary Education likewise states:

"In the junior period, emphasis should be placed upon the attempt to help the pupil explore his own aptitudes and to make at least provisional choice of the kinds of work to which he will devote himself. In the senior high school emphasis should be given to training in the fields thus chosen. This distinction lies at the basis of the organization of junior and senior high schools."

No subjects are of greater value during the Junior High School period than those that will permit the pupils to "explore" occupational work. Here, in pre-vocational shop work of selected kinds and under skillful guidance, the student is brought in touch with many occupations, and preferably in such fashion that at least he is afforded a glimpse of some of the callings in his own city or town. It is important, of course, always to keep in mind that vocational work proper belongs to later years.

Printing a Major Junior High School Course

Among the major pre-vocational shop courses offered in Junior High School are those of printing, wood-working, iron-working and electricity.

However, of all such courses offered, none is proving more helpful and more attractive to students than the work in printing. As an industry, printing ranks as one of the greatest in the nation. Hardly a village or town that has not its print shop. It has been said that "after food, clothing and shelter, printed matter ranks as the next most important item utilized in the civilized world of today." As a practical manual art, it is the golden key that, through the printed page, unlocks the stores of all human knowledge. It correlates with more subjects in the Junior High School course, in more ways, and in more interesting ways, than any other pre-vocational work.

Printing in California Junior High Schools.

The schools generally have accepted manual training and domestic science, in their many forms, as subjects possessed of valuable educational content. Leading educators are taking the position that printing as a subject of vocational implications should be accorded recognition alongside of manual training and domestic science as an essential part of a general education both in the elementary and high schools. In many schools elementary courses in printing are now given in the sixth seventh and eighth years.* The value of printing as a vocational subject has long been recognized in high schools. The experience of many Junior High Schools, both in California and elsewhere, shows conclusively that it is well worthy of consideration as a major subject, among pre-vocational courses. Printing is being added to the pre-vocational work in a rapidly increasing number of Junior High Schools. Among the cities in California in which printing has been introduced as a part of the Junior High School program are Los Angeles, Richmond, Long Beach, Pasadena, Venice, San Diego, Berkeley, Santa Barbara, Santa Monica and San Francisco.

How Subject Correlates with Other Courses.

The results of many experiments prove that as a school subject in the Junior High School, as well as in the lower elementary grades or in the Senior High School, printing correlates

*The accompanying cut illustrates printing in the Ethan Allen School of San Francisco, where courses have been successfully carried on for the past several years.



PRINT SHOP, ETHAN ALLEN SCHOOL, SAN FRANCISCO

well with the work in English, mathematics, drawing and art, history and science. Printing has value in training in accuracy, in spelling, punctuation, capitalization, paragraphing, composition and the practical parts of grammar. In combination with work in journalism, and with proof reading emphasized, printing will nearly always secure excellent results in English. Scores of our great authors, among them Benjamin Franklin, Mark Twain, Horace Greeley, Henry Watterson and William Dean Howells, owe their mastery of English to print-shop education. In fact, Benjamin Franklin was among the first to recognize the merits of printing as a means of education.

In printing the student learns the meaning of exact mathematical measurements and spacing. The print shop furnishes abundant material for concrete mathematical problems. The relation of printing to drawing and art is as manifest as is its relation to English and mathematics. Any study of printing at once calls for an application of the fundamental principles of design. The principles of art taught in the drawing classes are exemplified and applied in the printing shop. In the field of history the marvelous story of the invention of printing by Gutenberg, and of its improvement by other master printers, comes now as a vital message to the youth.

Exploration Value

But while printing naturally correlates with other subjects one of its chief outcomes in

the Junior High School is its effectiveness in enabling the student to "explore his own aptitudes" with reference to a later choice of vocation. The work in the print shop will not only enable him to make a practical application of other subjects he is studying, but will furnish him with a good preliminary test of the work of a printer or an editor, author or publisher. If he develops talent in designing, he will learn of occupational prizes ahead. If he takes to the problem of advertising, he will soon learn that this is the "Advertising Age," with ample room still at the top. He will also learn something, in an elementary way, of the many allied printing trades, all of which will be helpful to him in his ultimate selection of a career.

Prophetic Editorial

Recently I came again upon a prophetic editorial, written some five years ago by the late Dr. Richard G. Boone, which I may use as a fitting close to my text.

"Of all the arts, printing would seem to be most adaptable to instructional uses. The cost of installation compares favorably with that of other shop equipments, household art, and household science, wood-working for manual training, horticulture, iron-smithing, etc. Its processes are of personal concern to a larger number of students than any of them. It easily correlates with most other parts of the curriculum. It is an admirable means of socializing the school's group interest. Intellectually it is a clearing house for one's ideas. In form and motive it represents one of the most primitive of human instincts, the craving to utter one's experience and to shape the utterance to suitable, intelligible and fairly permanent

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OPPORTUNITY CLASSES IN THE FRESNO CITY SCHOOLS

WALTER R. HEPNER

Assistant Superintendent Schools, Fresno

IN Fresno considerable energy is being directed toward adjusting the courses of study to the needs and capacities of the 12,000 children in our schools. It is, of course, needless to say that thus far we have made but a slight ripple upon the flood waters of the many intricate problems associated with the individualization of instruction. Some of our elementary schools have been classified, at least in part, upon the basis of mental tests, some on the basis of Arithmetic and Reading Tests, some on the basis of teacher judgment, and one on the basis of the Stanford Achievement Tests. We feel that the first step toward individual instruction is classification in groups which are more or less homogeneous in some particular respects. The appreciation by classroom teachers of the variations in levels of ability of pupils as shown by mental and educational tests which they themselves have given, in our judgment, goes a long way toward adjusting teaching methods and contents to the individual pupil.

As a result of these attempts several types of special provisions have been made in our organization to care for different groups of pupils. At the present time we are endeavoring to organize and develop a type of special class to which we have given the name—Opportunity Class.

Class Membership

These classes are maintained primarily for those children under 13 years of age of average ability or above who, through some force of circumstances, have fallen behind grade. However, class membership is not limited to pupils of this type, although preference is given to them. Pupils of superior mentality are enrolled, when, in the judgment of the principal and teachers concerned, the child can be accelerated without endangering his health and without curtailing the normal development of his social development.

The Opportunity room serves as a clearing house for all extra promotions. In the schools where these classes are established the child is not permitted to skip a grade unless he not only acquires a mastery of the minimum essentials of the grade to be skipped, but also demonstrates to the Opportunity class teacher those

mental abilities and those qualities of character which usually predict success in difficult situations. The pupil is passed or promoted into a more advanced grade, whenever in the judgment of the teacher, the pupil is able to carry the work satisfactorily. The teacher receiving these specially promoted pupils reports their progress to the Opportunity class teacher.

Intelligence Tests

At present there is one Opportunity room in each of three Fresno schools. The enrollments of the three schools vary from 516 to 820 pupils. At the beginning of a school year all the pupils above the high second grade are given the National Intelligence Tests. The intelligence quotients are computed, using the National Intelligence Tests Mental Ages. Classification sheets are made out by each teacher for her class. On this sheet is found, along with other data, the condition of progress of each pupil. Each teacher makes a list of pupils whom she considers eligible for the Opportunity room. From these lists the personnel of the special group is selected. In a general way it may be said that the pupils are admitted in the following order as vacancies occur:

1. Retarded pupils having I. Q. of 110 or above.
2. Retarded pupils having I. Q. of 90 or above.
3. Normal progress pupils having I. Q. above 110.
4. Normal progress pupils having I. Q. above 90. Mental ability is but a single factor considered in the plan. Health, emotional, and social status and needs are always given thorough consideration, for we hold that the child is subjected to irreparable injuries when he is forced ahead too rapidly. In some exceptional cases pupils are permitted to enter these classes for remedial work in reading or arithmetic.

The class varies in size from sixteen to twenty pupils. The work is individual except during the recesses and during two twenty-minute periods devoted to group discussion of civic and social topics.

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THE EDUCATIONAL PROGRAM OF MEXICO

Maria Delfino Gomez

AS EVERY one knows, the division of classes in Mexico is very marked just as it is in European countries. The aristocracy of Mexico consists of a class of men perhaps as highly educated as any in the world. But up to about three years ago, the poorer classes or "El pueblo," so called, had been submerged in the deepest ignorance. The most atrocious of hygienic conditions existed. The result was that 50 per cent of the children born in Mexico died.

During the regime of president Diaz, which lasted for a period of thirty years, the education of the poor was almost wholly neglected. The government allotted \$875,634.40 to education in 1900 and the total number of schools at that time was 549 with 63,541 pupils, this being less than half of the total number of school children. During the administration of Carranza, a slight improvement was shown in education, \$5,630,383.09 being allotted to the schools. One must bear in mind that this was accomplished during the revolution.

At this same time some effort was shown in the establishment of institutions to care for the homeless and the orphans. With the downfall of "Los Ceintificos" dawned in Mexico the first rays of hope for the poor people (El pueblo), and with the taking of the oath of Obregon, the rays spread themselves to all corners of the nation. The triumph of the revolution and the sacrifice of the people was not in vain. Today during the administration of Obregon, we find conditions for the masses 100 per cent improved. The educational campaign which he has launched under the able direction of the eminent educational leader El Sr. Lic. Vasconcelos is, in brief, as follows:

Fifty millions of dollars have been allotted to educational purposes where up to this date less than six million had been the maximum. The educational program has been divided into three important divisions, as follows:

(a) The establishment of public schools in all districts with a population of 800 or more. Great sums of money have been apportioned to Normal schools where the training of teachers is being given much careful consideration. The salary of prospective teachers has been increased to double the original quota, so that their outlook may not be as dark as it has been. The type of school established is made to sat-

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PLAN FOR A TWO YEARS' COURSE IN DRAMATICS AND PUBLIC SPEAKING IN A HIGH SCHOOL

LEO COOPER

Fresno High School

MY EXPERIENCE has led me to the conclusion that Dramatics and Public Speaking should be taught hand in hand in the High School, and by the same teacher, and that the course should cover a period of two years, and be open to juniors and seniors. Upon his first entrance, the student should be given the following:

For Self Observation and Correction

1. Is my voice too loud, low, high pitched or indistinct? Do people seem interested when I speak, and do I persuade listeners easily to my viewpoint?
2. In what can I improve my speech most, its quality, distinctness, projectile power, or persuasiveness.
3. Are my features and voice in full harmony with my orally expressed thoughts and feelings?
4. Do I gesticulate when I speak, and would I be more effective with more or less gestures?
5. Do I tell a story effectively, a humorous one to bring laughter, a serious one interest, and a pathetic one sympathy?
6. Do I fully realize the importance of personality embraced in and expressed by my voice, manner and appearance in life's success?
7. Am I timid with strangers?
8. What do I memorize most easily, that which I see, hear or read, and is my memory dependable?
9. Do I form mental pictures while reading or listening, and can I describe them orally, easily and fluently?
10. The above has been given me for self analysis and improvement. I must be prepared when called upon, to respond as to what I have recognized as faults, and what doing to correct them.

1st Semester, 1st Year

Mon.—Voice, Corrective Breathing and Placement Exercises, Oral Reading, Emphasis and Thought Extractives.

Tues.—Pantomime—Study of Silent Expression, Development of Imagination and Invention, Control and use of Gestural, Facial Expression and Bodily Poise.

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CALIFORNIA CONGRESS of PARENTS *and* TEACHERS

[OFFICIAL DEPARTMENT]

THE FIRST JUVENILE HOME

MRS. EARL L. MORRIS,
Santa Ana

AFTER a three years' educational campaign for a school and home for near-delinquent boys and girls, the dreams and efforts of the Fourth District P. T. A. have been realized. The first Juvenile Home in California, and, so far as is known, in the United States, is in active and efficient operation in our Fourth District, Orange County. It is called a Juvenile Home instead of Parental School, as it was found more advisable to work under the "Juvenile Court Law for the Establishment of Homes" than under the Parental School Law. But what's in a name, so long as the boys and girls, who are just starting on a slippery path, are given 24-hour-a-day care and a training that fits them for a fine citizenship. That is what is being done in our Juvenile Home.

It was in January, 1921, that the Fourth District P. T. A., at its all-day meeting, stressed the subject of a Parental School; after heart stirring talks by the County Probation Officer, Matron of the Home for Delinquent Children and our own Chairman of Juvenile Protection, resolutions were passed endorsing a 24-hour-a-day school. An active committee was appointed to carry on a "Campaign of Education" under the leadership of our Juvenile Protection Chairman, and in co-operation with the County Probation Officer, in order to arouse a public opinion that would desire and support such a school. In many places throughout the county the need was presented to P. T. A.'s, Women's Clubs, men's organizations, school trustees, etc., until the Kiwanis and Rotary Clubs of Santa Ana became aroused and called a committee, in June, 1921, to consider the establishment of a parental school. As a result of this meeting, the matter was presented to the annual convention of County School Trustees. This convention appointed a committee to carry on the work. However, the committee did not function and by fall the interest seemed

to have completely died out. But not with the Fourth District P. T. A., which decided that a little more education was necessary, and, when parents and tax-payers realized the great need, the Home and School would be forthcoming. So we continued our "educational campaign" through the winter and spring of 1921-22. During this time our County Probation Officer was active and secured the sanction of many municipalities.

In the fall (1922) the Grand Jury recommended the establishment of a County Parental School and this was later endorsed by the County Board of Supervisors. Several months passed before a suitable location was secured and the first building started. But last May (1924) saw the completion of the boys' unit, which is a beautiful building, modern in all its appointments and costing approximately \$42,000. It is built on the Spanish style, so appropriate to California, and has the appearance of a public school building.

A capable man and his wife are the superintendent and matron; a cook, a supervisor for the girls and a teacher for the boys, complete the present staff; all are under the capable and sympathetic direction of the County Probation Officer.

The Home is established as a regular public school, with an all year session. Only about four weeks are given for vacation between semesters. The teacher is a college graduate, with training in shop work, agriculture, music and athletics.

The program for the conduct of the Home and School is based on the principles of the Boy Scout Movement. There are certain definite rules and regulations which must be obeyed and certain definite restrictions and punishments, if disobeyed. These are explained to the boys and girls very minutely when they enter. "Don't's" are ignored and "Do's" emphasized in the opportunity to do gardening, care for poultry, orchard work, truck farming, carpenter and shop work, etc., for the boys. The girls find opportunity for

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FROM THE FIELD

[In this column there will appear from month to month, as may seemed called for, brief notes or queries from teachers—concise, helpful personal expressions of valuation and judgment, upon local or state educational affairs of general interest.]

T. L. Heaton on High Schools

DEAR Mr. Chamberlain:

I have been gathering up some of the old records of the city schools to send to the binders. An interesting thing I have found is a twelve page pamphlet entitled "Course of Study in Fresno High School," dated 1895, prepared by Thomas L. Heaton. I think some of your readers may be interested in the purpose of the High School, as outlined by Mr. Heaton:

"The High School is the people's college and its object is to give a well-rounded education to those not intending to enter institutions of higher learning. By a proper selection of work, however, students may prepare for college, and, upon graduation and the recommendation of the Principal, enter Stanford or the State University without examination. Pupils preparing for college should confer with the Principal regarding choice of studies. Each course is so arranged as to give broad general training and, at the same time, impart much practical knowledge."

Cordially yours,

WM. JOHN COOPER,

Superintendent of Schools, Fresno, California.

Lottery Tickets

EDITOR, Sierra Educational News.

A young lady teacher, a graduate of one of our State Normal Schools, a summer pupil in U. C., who rooms with me has displayed for some time on the front of her mirror a lottery ticket with her name on the back of it. It reads,

Hope Chest
given away by Alumnae of
— Sorority
Berkeley, Calif.

Drawing first week in April
Tickets 25 cents

Should not a young person who has had all the advantages of elementary, High, Normal and University training be above buying lottery tickets while she is employed to form the minds of junior, High School pupils.

And can you not inform the Sorority that they are breaking the laws of State and Nation when they conduct a lottery. Our police raid the dens of poor ignorant Chinese for such things and put men in prison who have lottery tickets in their pockets.

It does seem as if the students might be taught that gambling has been the ruin of men and nations and some sort of protest be made.

CITIZEN.

Teaching Patriotism

TO ALL SCHOOL TRUSTEES AND PRINCIPALS: (High and Elementary).

It is my belief that a vast amount of good work has been done in our schools this year relative to the teaching of Patriotism, Americanism and Citizenship. In order that these cardinal virtues may be more deeply impressed upon the mind and consciousness of every graduate of our public schools and upon every community, I request that at all commencement exercises, the class recite THE AMERICAN'S CREED and salute the AMERICAN FLAG. I give below both creed and salute.

Sincerely yours,

J. E. BUCKMAN.

Visalia, California.

THE AMERICAN'S CREED

I BELIEVE in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States; a perfect Union, one and inseparable, established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag; and to defend it against all enemies.

SALUTE THE FLAG

I PLEDGE allegiance to the flag of the United States and to the Republic for which it stands. One Nation indivisible, with liberty and justice for all.

Mild Looting

DEAR Mr. Chamberlain:

Our attention has frequently been called to the growing practice among educators of making mimeographed copies of portions of copyrighted books, using these for distribution to students instead of books which have been published for that purpose.

The use of this material is not in accordance with the copyright law. In view of this fact, and in fairness to the authors and to the publishers' own investment in their publications, it may be assumed that requests for the production of such mimeographed material will be refused in the future.

We think that if educators could realize how unfair it is to take copyrighted books publish-

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EDUCATIONAL LITERATURE



Library and Community

LIBRARIANS are beginning to study their communities critically and base their publicity methods on the discoveries they make, according to Joseph L. Wheeler, librarian of the Youngstown Public Library. The American Library Association has just published a book by Mr. Wheeler entitled "The Library and the Community." The author discusses the relations between the thousands of American public libraries and the various population groups they serve; the methods of analyzing the community, moulding public opinion and carrying on publicity problems of the librarian are so much like those of persons engaged in other educational and social service enterprises of all sorts and in religious work that the book will probably have a wide appeal. It is largely illustrated.

Bureau of Education Bulletins

SEVERAL noteworthy bulletins have been issued recently by the U. S. Bureau of Education.

"Secretarial Training" is the title of bulletin 1924 No. 12, reporting the national conference held at the College of Secretarial Science of Boston University. Mr. Glen Swiggett, specialist in commercial education of the Bureau, has prepared the report, which is of general interest to all those who are dealing with this new and important vocational field.

Kindergartens in California number nearly 700 according to another recent report. New York has 1,300, Michigan 800, Pennsylvania 575, Ohio 420. California leads the nation in the percentage of her children of kindergarten age enrolled in kindergartens with 33 per cent. New York has 28 per cent, Michigan and Rhode Island 25 per cent. New Jersey 29 per cent. Altogether, in continental United States, there are about 10,000 kindergartens, with 300 supervisors, 12,000 teachers and 600,000 pupils.

An evaluation of kindergarten primary courses of study in teacher-training institutions has been made by Miss Vanderwalker of the Bureau of Education and published as a bulletin.

Government Publications

GOVERNMENT Publications useful to Teachers: For the first time there has been brought together in bulletin form, a list of publications and other materials of the various Federal departments at Washington, useful to teachers in the schools. This Bulletin, No. 23 in the 1924 series, has been made possible through the efforts of the Bureau of Education and is compiled by Eustace E. Windes, Association Specialist in Rural Education.

The materials listed include important bulletins, periodicals, maps and charts, models, and films and other material. Few people really

know the wealth of teaching material of this kind that has been issued by the various departments at Washington. The pamphlet is so arranged and so thoroughly illustrated as to make it of value as a quick reference. Copy should be in every library and in the office of every principal of schools. Copies may be had gratis by addressing the Commissioner of Education, Department of the Interior, Washington, D. C.

Books For High School Library

"BOOKS for the High School Library," a basic list, has been compiled by a joint committee of the National Education Association and the American Library Association, and published by the A. L. A. (Cloth, \$1.75).

It is a classified list of 1,570 books and pamphlets needed in every high school library, in the opinion of seven representative teachers and high school librarians. Indexed by author, title and subject. Publisher and price with brief descriptive note are given for every title. A few books in the list are suggested as a nucleus for any high school library. Others are indicated for first purchase wherever possible. Books suitable for use by young students are also indicated.

High school principals will find this list useful in selecting encyclopedias, books on special subjects, and in making up miscellaneous buying lists for the library. Teachers will like the subject arrangement and the index especially.

Cost of Education

THE Educational Finance Inquiry has completed its investigations, which are now being published in 13 volumes, approximately 2,300 pages in all. Volume 7 deals with the cost of education in California. The whole program for the support of public education can and may undergo reconstruction on the basis of the evidence presented by this investigation.

It seems clear, for example, that in these states the systems of state aid now in effect have not accomplished satisfactorily either the equalization of educational opportunity or the equitable distribution of the burden of support. These ends will be secured only by providing for state support based upon the acceptance of a minimum standard program for education to be provided for all children.

It is equally clear from the investigations that efficiency in administration and economy in support of public education are dependent upon the establishment of larger units for the local administration of schools. No state could hope to establish a satisfactory program of financing education upon the basis of the more than 10,000 units of administration now to be found in the State of New York. Even if the

very complicated problem of state support were satisfactorily developed for this enormous number of local school districts, one could not hope for the proper spending of the money by these 10,000 boards of education. It is important that we emphasize the need for competent administration of our schools as well as that we seek to provide for an equitable distribution of the burden of taxation.

The Status and Professional Activities of the Elementary School Principal

THE department of elementary school principals of the national education association is publishing year by year a monumental series of studies. The topic of the first Yearbook was the Technique of Supervision and that of the second Yearbook, the Problem of the Elementary School Principal in the Light of the Testing Movement. In the third Yearbook an attempt is made to cover in a limited manner some of the more important professional activities of the elementary school principal's work and to do it in as practical, suggestive, and helpful way as possible. With this in mind, principals actually in the work have contributed the articles, and they have shown quite definitely how many of their functions as professional leaders are being performed.

Mr. W. T. Longshore who is principal of the Greenwood School, Kansas City, and president of the department states that no other group has made such great progress in proving its usefulness and efficiency. We have received recognition locally and nationally that is very gratifying and almost staggering in the responsibility that it is placing upon us as an organization and as individual principals. For in the last analysis it is what we are able to do in the way of leading our teachers, our pupils, and our communities, that is the real test of our capability, effectiveness, and efficiency. This is the real measure of our worth.

A great organization, having a large membership, holding successful meetings with excellent programs and discussions, producing Yearbooks that are of far-reaching influence, is entirely worth while. But the elementary school principal must also function as an individual principal in one school and reach the teacher that needs assistance and encouragement and the individual pupil that needs help and encouragement, if he does the work of a real live principal.

The recognition of the elementary school principal is now just starting, and it is our duty and privilege to see that we are ready to lead in each advancing step that is to be made in elementary education.

The sections of this 600-page volume cover the principal, principal and teacher, principal and pupil. Chapter 24 dealing with the platoon school is a helpful survey of typical situations.

The Silent Readers. A series of 8 books. By William D. Lewis and Albert L. Rowland. John C. Winston Company.

The authors mentioned above, together with Ethel H. Maltby Gehres, co-author of the Winston Readers, have prepared a series of eight readers for the elementary schools. Five teach-

ers' manuals and flash cards for grades one and two afford copious pedagogical material.

The subject matter of the primary readers is of two distinct types—stories for rapid reading, and factual material for accurate mastery of content. Exclusive use of either of these types sacrifices either speed or comprehension. Throughout the series particular care has been exercised to avoid material used in other readers. Starting with 175 words given as a basis in the First Reader, the vocabulary development has been worked out as carefully as that of a basal reader. The conformity with the Thorndike Word List insures success when used with any basal series.

As the pupil progresses in the grades he needs a constantly widening range of reading. This is provided in The Silent Readers. The newspaper and magazine, the encyclopedia, classic literature, current literature, poems, popular science, geography, history, statistics, stories of the World War, biography, the quaint, idiomatic literature of one or two hundred years ago—all these and more are here. Every effort has been made to avoid the necessity of explanation by the teacher to elucidate the text. In general, the exercises have been undergraded rather than overgraded, as the pupil should read for content and should be relieved from technical, grammatical, or vocabulary difficulties. A few harder selections are included in each book, however.

What Is Americanism. American ideals as expressed by the leaders of our country. Compiled and prepared by G. M. Wilson, Professor of Education, Boston University. Silver, Burdett & Co. Pages 330.

This book, illustrated by Maude and Misca Petershan, is a real contribution to the present day literature on Americanism. The author has brought together some splendid material and has so organized it as to make it of real value. In the teaching of Citizenship, he has drawn upon the writings of some of our foremost statesmen. In the very beginning of the book, there is represented the utterances of President Coolidge and of former Presidents Harding, Wilson, Taft and Roosevelt. Then follows Lincoln, Webster, Marshall, Jefferson, Washington and other notables. The treatment, therefore, is in a sense, in a reversed chronology. There is need enough of good books to assist in the teaching of history, civics, citizenship and character training, and the studies here given from the speeches of these makers of our country's history and ideals and the added material from our writers and thinkers, make the book one of real worth.

Teaching Shop Work. By Merritt W. Haynes. Assistant Director of Education, United Typothetae of America. 233 p. Ginn & Company. \$1.40.

This is a book for teachers of shop work in any type of school. The author started out in his vocational career as a pattern maker. Many years after he obtained his Master's Degree at Columbia University. Throughout these years at the bench and in the classroom, he has combined common sense, practical experience and the theory of pedagogical texts. My analysis of this book shows that Mr. Haynes put into

his pedagogical test tube three standard books on principles of teaching, two prominent treatises on psychology, one book on job analysis, one volume on the learning process, two books on theory of vocational education and one book on school management. He gathered up a lot of other books and put them under the test tube. He struck a match, used the fire within these books and stirred the mixture well with his stick of common horse-sense and school experience. He poured off the froth and removed the sediment. The result is a book of 233 pages of the very essence of practical psychology, shop management, job analysis, principles of teaching and vocational education. Every shop teacher should take the contents of this pedagogical extract and use it in flavoring his own way of thinking and teaching. It is guaranteed to cure mental indigestion.

ARTHUR DEAN.

We and Our Health—Book One. By E. George Payne, Professor of Educational Sociology, New York University. American Viewpoint Society. Pages 86.

This book, the first of its kind to be issued by the American Viewpoint Society, is one of the most attractive publications that has reached our desk in many a day. It is the first of a series of four books on Health, all to be written by Dr. Payne. The four books will comprise a complete series for all the grades of our public schools.

In the past there has been much doubt in the minds of teachers as to how and what to teach in the line of health, recreative play, sanitation, proper exercise and the like. This little book is so written that matters upon which the child should be informed are set forth in most interesting fashion. The lessons are made doubly effective through a series of illustrations both colored and in black and white, that in themselves furnish object lessons and study material. These are by Mabel Latham Jones.

A suggestion of what the book covers can be had from the chapter headings, as for example: Pure Fresh Air; Rest and Sleep; Care of the Teeth; Attention, Stand Erect, etc., etc. We should look forward with interest to receiving the succeeding books in the series.

The Good Citizen. A textbook in social and vocational education. By Walter R. Hepner and Francis K. Hepner. 450 p. il. Houghton Mifflin Company.

Mr. and Mrs. Hepner have produced a practical textbook that is assured of a speedy and general popularity—this because of the excellent pedagogical technique, attractive literary style, good arrangement and general teachability.

Mr. Hepner is Assistant Superintendent of the Fresno City Schools. The volume is replete with helpful suggestions and study guides. The aims of the text are: To change anti-social attitudes to co-operative social attitudes. To change small-group consciousness and loyalty to large-group consciousness and loyalty. To show the interdependence of individuals, of small groups and of large groups, and the consequent need of organization, co-operation and leadership in community action. To develop

appreciation of the benefits that the individual receives from government and of the duties he owes to government. To develop the habit of independent thought on current issues.

The concluding chapter on international relations is worthy of special commendation because of its recognition of the unity of humanity's problems.

There is a fine presentation of the League of Nations and the Washington Conference for the limitation of armaments.

Our Faith in Education. By Henry Suzzallo, President of the University of Washington. J. B. Lippincott & Company. Pages 108.

Anything from the pen of Dr. Suzzallo is helpful and inspiring. He is one of the really great educational philosophers of this or of any day. He speaks with authority on matters pertaining to education. The present book is an address delivered at the University of California in 1923 on the occasion of the joint session of the American Council of Education and National Education Association. The ideas contained in the book have of course found utterance on many occasions and under different conditions. Dr. Suzzallo speaks of education as the basis of our civilization and government, of the relation of education to politics, of the need for leadership and fellowship, the purpose and policy of our common schools and higher institutions of learning. He shows why our faith in schools should be sustained. Teachers not only, but men and women generally, will find time well spent in reading this book by Dr. Suzzallo.

The Improvement of Teaching. By George E. Freeland. The Macmillan Company. 290 p. il.

Dr. William C. Bagley of Columbia has edited a noteworthy "Modern Teachers' Series" of which this is one. The series includes such classics as Bode's Fundamentals of Education and Finney's History of the American Public School.

Professor Freeland—formerly in the Department of Education at the University of Washington, Seattle—for several years has been director of the training school at the State Teachers College, San Jose, California. The book has a genuine California flavor of high standards and excellent pedagogy.

The methods of judging the success of teachers, according to the author in his preface, are:

1. Enjoyment, or lack of it, in the work of teaching.
2. Advancement by school officers in salary and in types of position held.
3. Judgment of superintendent, principal, supervisor, and capable fellow teachers.
4. Attitude of children and parents toward the teacher.
5. As rated by teacher measurement sheets.
6. Occasionally it was possible to study teachers when classes were being measured in different subjects by standardized tests. The results were used whenever they seemed to throw light upon the ability of the teacher.

It was not always possible to use all the different forms, nor were they used mechanically. They served as a basis of judgment.

"A cross section of a growing school" as given in Chapter 12, is stimulating and prophetic. The appendix includes a noteworthy list of books mentioned by superior teachers.

Where Our History Was Made—Book Two. John T. Faris, Author of "Historic Shrines of America," etc. Silver, Burdett & Co. Pages 358.

This is a fit companion for Book One of the same series. The author anticipating the queries of boys and girls who are beginning the study of history, has set down in this book through story and picture the answers to many interesting questions that will arise. He has featured famous people and events in such interesting fashion that the old as well as young will be glad to read the book. An appetite will be created in the pupil to investigate further and to study and read other books in the development of our country. Under such chapter headings as: Some Early Settlements, On the Trail With the Pioneers, Making Ready for Educational Progress, Where They Live, and In the Nation's Capitol, the student will find material both instructive and interesting. The book may be used as a supplemental reader or as reference in the history class. It is an excellent foundation for the teaching of Citizenship.

Penmanship Teaching and Supervision. By Leta Severance Hiles, Supervisor of Penmanship, Long Beach, California. Published by Jesse Ray Miller, 3474 University Avenue, Los Angeles. Pages 128.

There has long been need for some brief but comprehensive text or manual setting forth the principles of penmanship and giving directions for the teaching of such. This little book, by one thoroughly prepared not merely in the theory and technique of penmanship but in a grounding of education generally, will be welcome. The author sees clearly the necessity of bringing before teachers and others, the fundamentals underlying legibility and rapidity in penmanship, while at the same time eliminating all possibility of eye strain or of unhealthful body positions. There are chapters devoted to the Preparation of the Teacher. Equipment and Materials, Suggestions for the work in grades of the Junior and Senior High Schools and a valuable chapter on Supervision and Penmanship Supervisor. There are a number of page plates showing the proper positions of hands, body and of the arrangements of the room for best work.

Responsible Citizenship. By Arthur B. Mavity and Nancy B. Mavity. 424 p. Benj. H. Sanborn & Co. 1923. \$1.76.

The goals to be reached in citizenship teaching according to newer conceptions of procedure and content are more fully realized in this volume than in any other recent text that has come to our notice. The authors hold the underlying philosophy that the "good citizen must be inspired by proper ideals, but he must also know how to achieve them by means of the social institutions." That is the whole matter in a nutshell. The educational machinery needed to bring forth the product is not so easy to construct and operate. Yet books like this

one help greatly in bringing about the desired result.

The book falls into two main divisions: The first half deals with American ideals, under the great captions of "Individual Rights" and "Social Order"; the second half deals with American institutions—national, state and local. Historical background is intermixed with present-day conditions and tendencies.

The authors do not confine themselves to governmental activities, strictly speaking, but treat as well of industrial and other non-political agencies in the modern social structure. Interesting and valuable sections are devoted to the development of industry toward democracy, and to discussions of the relations of the press, the home, the church and the school, to the individual and to society in general.

The point of view is forward-looking. The style is fresh and vigorous. The illustrations and reprints from the sources are well-chosen and worthy of reproduction.

An Activity Curriculum for the Kindergarten and the Primary Grades. By members of the staff of the training school of the Southern Branch of the University of California, Los Angeles. 142 p. il. Harr Wagner Publishing Co. \$1.50.

Miss Ethel I. Salisbury, whose name appears on the cover of this very helpful volume heads the list of eight collaborators. Dr. E. C. Moore in his foreword points out that the good kindergarten is still the best school which has yet been made. To make over the primary school into the likeness of the kindergarten so that each year of the young child's life will offer challenging opportunities for self-chosen meaningful activity which will make him a sharer in the real life of folks, is the reform which is needed. Concrete plans which do that, plans which have been tested, are herein submitted by a group of colleagues. They will be helpful to the extent that they are used.

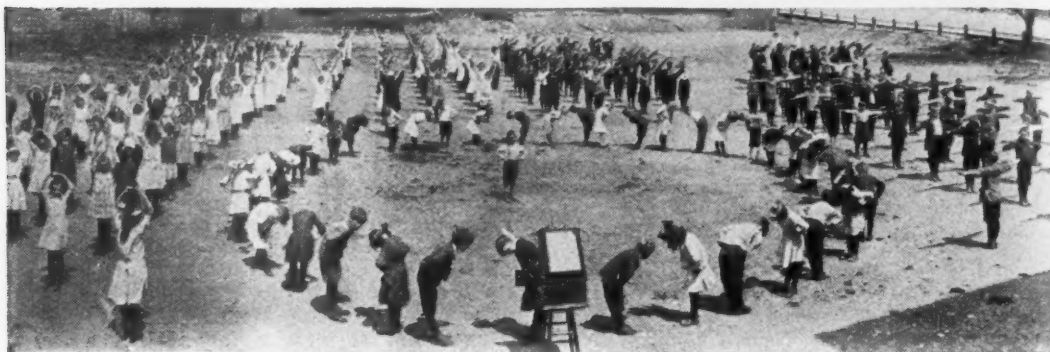
The book is concisely arranged in four sections—principles, activities, outcomes, materials. The activities are grouped as physical, constructive, intellectual or investigative and social. It would be well if the upper grades and even colleges and universities would learn some of the lessons provided by our best primary teachers.

White Latin Test. By Dorrance S. White. World Book Company.

Mr. White is the head of the Department of Latin at the Ann Arbor High School and in the Department of Latin, University of Michigan. His test is designed to Measure the growth in knowledge on the part of high school and college students through a four-year course. His test can be scored rapidly and accurately without the use of judgment on the part of the scorer.

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Woman is Fickle (Celesta)
Hear Me Norma (Oboe and Clarinet) (2) **Tarantelle** 17174
(Flute and Clarinet) **Siegfried's Call** (French Horn)
(2) **Sweet Bird** (Oboe and Flute)
The Bunny (2) **Pretty Pussy** (3) **Little Chickens and Snow** 18886
Birds (4) **The Squirrel** (5) **Gold Fish** (6) **Bow-wow-wow**
Sing, Bluebird, Sing (2) **The Butterfly** (3) **Robin Red-**
breast (4) **Raindrops** (5) **Pussy Willow** (6) **The Wood-**
pecker (7) **Jacky Frost**
The Wild Wind (2) **The Rainbow** (3) **Happy Thought** 18887
(4) **Now it is Spring** (5) **Twinkle, Twinkle, Little**
Star (6) **The Dolly**
God Loves Me (2) **A Christmas Lullaby** (3) **Evening**
Prayer (4) **Praise Him** (5) **The Child Jesus**

RHYTHMS

- Badinage** (Piccolo) (2) **Legend of the Bells** (Bells) (3) 18800
Humoresque (Violin) (4) **Scherzo** (Bassoon)
Menuett (Viola) (2) **Gavotte** (Violin) (3) **Menuett in G**
(Clarinet) (4) **Sarabande** (Oboe)
Run, Run, Run (2) **Jumping** (3) **Running Game** (4) **Air** 18840
de Ballet **Waltzes 1, 2 and 9**
Boating on the Lake (2) **Skating** (3) **Walzer** (4) **March** 18852
La Bergeronnette (2) **Waltz** (3) **Scherzo** (4) **L'Arabesque**
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To a Humming Bird (2) **Elfsenspiel** (3) **The Witch** (4) 18853
March of the Tin Soldiers
Knight of the Hobby Horse (2) **The Clock** (3) **Postillion**
(4) **Peasants' Dance**
March (2) **Theme for Skipping** (3) **Flying Birds** (4) 18548
Wheelbarrow **Motive** (5) **Plain Skip** (6) **Tip Toe**
March (7) **March**
Military March (2) **Trotting, Running and High-Stepping**
Horses (3) **Skipping Theme** (4) **Military March**
Motive for Skipping (2) **Motive for Skipping** 18253
Theme for High-Stepping Horses (2) **Horses or Reindeer**
Running (3) **Motive and Theme for Skipping**
The Bell (French) (2) **The Hunter** (Bohemian) (3) 19396
From Far Away (Lithuanian) (4) **Memories** (Finnish)
(5) **The Warning** (German)
Punch'nello (French) (2) **Springtime** (German) (3) **The**
Bird a-Flying (German) (4) **Ash Grove** (English)
(5) **In the Valley** (Swabian)
Vesper Hymn (Sicilian) (2) **Au Clair de la Lune** 19397
(French) (3) **Morning** (German) (4) **The Tailor**
and the Mouse (English) (5) **John Peel** (English)
The Thresher (German) (2) **Johnny at the Fair**
(English) (3) **Longing** (German) (4) **Top o' Cork**
Road (Irish)

Educational Department

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NOTES AND COMMENT

American Education Week for 1924 has been announced for November 17th to 23rd inclusive. Dr. John J. Tigert, U. S. Commissioner of Education, with his Bureau, together with the American Legion and the N. E. A. will promote this great Week.

It is to be hoped that this year a greater effort than ever before will be made by State, county, and city school superintendents to wage a campaign for education that will reach every American home. Preparations for the proper observance of the week cannot begin too early.

As in former years the Bureau of Education will issue special pamphlets and leaflets containing information and suggestions for the use of the various organizations co-operating in the observance of American Education Week. This material will be mailed in September.

The tentative program as announced by the Bureau is as follows:

CONSTITUTION DAY

Monday, November 17—"The Constitution, the Bulwark of Democracy and Happiness."

1. Life, liberty, justice, security and opportunity.
2. How our Constitution guarantees these rights.
3. Revolutionists, communists, and extreme pacifists are a menace to these guarantees.
4. One Constitution, one Union, one Flag, one History.

Slogans—Ballots not bullets. Master the English Language. Visit the schools today.

PATRIOTISM DAY

Tuesday, November 18—"The United States Flag is the living symbol of the ideals and institutions of our Republic."

1. The red flag means death, destruction, poverty, starvation, disease, anarchy, and dictatorship.
 2. Help the immigrants and aliens to become American citizens.
 3. Take an active interest in governmental affairs.
 4. Stamp out revolutionary radicalism.
 5. To vote is the primary duty of the patriot.
- Slogans—America first. The red flag, danger. Visit the schools today.

SCHOOL AND TEACHER DAY

Wednesday, November 19—"The Teacher, the guiding influence of future America."

1. The necessity of schools.
2. The teacher as a nation builder.
3. The school influence on the coming generation.
4. The school as a productive institution.
5. School needs in the community.
6. Music influence upon a nation.

Slogans—Better trained and better paid teachers, more adequate buildings. Schools are the Nation's greatest asset. Visit the schools today.

ILLITERACY DAY

Thursday, November 20—"Informed intelligence is the foundation of representative government."

1. Illiteracy is a menace to our Nation.
2. An American's duty toward the uneducated.
3. Provide school opportunity for every illiterate.
4. Illiteracy creates misunderstanding.
5. An illiterate who obtains only second-hand information is a tool of the radical.

Slogans—No illiteracy by 1930. Education is a Godly nation's greatest need. The dictionary is the beacon light to understanding. Visit the schools today.

PHYSICAL EDUCATION DAY

Friday, November 21—"Playgrounds and athletic fields mean a strong healthy nation."

1. A playground for every child.
2. Physical education and health habits for all.
3. Adequate parks for City, State and Nation.
4. Safety education saves life.
5. Encourage sane athletics for all.
6. Physical education is a character builder.

Slogans—A sick body makes a sick mind. Athletics all. Visit the schools today.

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An hour or two a day, during vacation, spent in reading the following books will bring larger vision, richer resourcefulness, and a keener zest for the profession of teaching.

AMERICAN EDUCATION SERIES

Trabue's Measuring Results in Education (Just published) - \$2.00

Interprets the general principles of educational measurement in a way helpful to the average elementary school teacher. Each type of measurement is analyzed, criticised, and illustrated.

Stark's Every Teacher's Problems - - - - - \$1.48

More than 200 difficult problems which confront every one engaged in the teaching and management of children. These deal with the technic of teaching, with discipline, and with social relationships and are presented and worked out as they would be in a teacher's meeting.

Russell's the Trend in American Education - - - - - \$1.36

A notable collection of essays and addresses covering a wide range of topics. Among the contents are: The Training of Teachers for Secondary Schools, The School and Industrial Life, Co-education in High Schools, etc.

Pittman's Successful Teaching in Rural Schools - - - - - \$1.40

Written in the form of letters from one rural school teacher to another, this book pictures a record of achievement that is within the reach of every teacher and presents the newest problems of teaching, measurement tests, and special methods. Full of humor, commonsense, and pedagogic knowledge.

La Rue's Psychology for Teachers - - - - - \$1.40

Shows the teacher how to bring a knowledge of this subject into actual, everyday use. Written without any pedantic mannerisms.

Strayer and Engelhardt's the Classroom Teacher at Work in American Schools - - - - - \$1.48

Discusses the qualifications of teachers, salaries, courses of study, daily programs, discipline, records, reports, school hygiene, training for citizenship, teaching children to study.

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COMMUNITY DAY

Saturday, November 22.—"Service to Community, State, and Nation is the duty of every citizen."

1. Equality of opportunity in education for every American boy and girl.
2. Better rural schools.
3. Adequate public library service for every community.
4. A community's concern for education measures its interest in its own future.
5. Good roads build a community.

Slogans.—Get acquainted with your neighbor. A square deal for the country boy and girl. Children today—Citizens tomorrow.

FOR GOD AND COUNTRY DAY

Sunday, November 23.—"Religion, morality, and education are necessary for good government."

1. Education in the home.
2. Education in the school.
3. Education in the church.

Slogan—A Godly Nation can not fail.

Ministers of all denominations are urged to preach a sermon on education, either morning or evening. All communities are urged to hold mass meetings. Requests for speakers should be made to the American Legion posts throughout the country for meetings during this week.

Many American Farmers will be glad to see the States ratify the child labor amendment because they see in the amendment a means of escape from the ruinous competition engendered by excessive production of many farm commodities. Many farmers who prefer otherwise have been forced to keep their children out of school and use them as a source of labor because so many other farmers with un-American standards of living through exploiting their children have forced down prices to the point where no profit is obtainable except through a source of cheap labor.

The farmer knows from bitter experience that the food market is a highly sensitive market. Give a man all he wants to eat and he will pay nothing for a surplus. Put him on short rations and he will pay any price for enough. He has seen this principle verified time and again. The short crop has almost invariably brought the biggest money return, the excessively large crop the smallest money return.

When government removes a big surplus labor element, those who have real American ideals for their children will hail the act as a godsend. Many farmers will hail the amendment for what it is, legally enforced co-operation serving the double purpose of protecting children and parents who have real American ideals and of protecting all farmers from excessive competition due to over production as measured by market demands.

A radio conversational French course is offered free to the public by Station KPO, San Francisco. The director of the course, Mrs. Edna K. Barker, organized and produced the popular Spanish course for State KGO, Oakland. An enrollment of over 10,000 people took the course.

The ATLANTIC BOOK of JUNIOR PLAYS

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DYSPEPTIC OGRE *Wilde*

FIFTEENTH CANDLE

Field

BELLMAN OF MONS

Googins

MARRIAGE PROPOSAL

Tchekov

JEPHTHAH'S

DAUGHTER *Levinger*

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PLAY OF ST. GEORGE

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INSTRUCTION BY RADIO

(Continued from page 566)

the classroom teacher, the receiving operator, and the listening class in the art of listening in.

Wherever receiving sets were good and were well adjusted the lessons could be clearly understood by a class of fifty or more children. The interest was keen and the concentration was intense. It was surprising to find that the lessons in arithmetic and penmanship were among the best of the series. The pupils followed the instruction of the radio teacher and turned in their papers at the close of the recitation period to be graded. The results were highly pleasing.

What a Mother Said

Interest has been reported from many persons who listened in on the school lessons. "I am not a pupil of the Oakland Public Schools, but a mother of three pupils," writes Mrs. T. J. Smith, Oakland. "I have often been very much interested in my children's lessons and have tried to help them in arithmetic, writing, and reading, but am told, 'Mother, we don't do it that way now.' I am tied down so that I cannot very well go to the school, and radio brings the school to my home."

Schools in neighboring towns have reported their interest in the lessons. The experiment reveals a new field of untold possibilities in broadcasting education to children in school and to all others who wish to listen in.

Fifty thousand orphan children are receiving education through American auspices in the Near East. Prof. George M. Wilcox sailed recently for Athens to become educational director of Near East Relief in Greece and Turkey. The problem of training the boys and girls under its care is now the first concern of the American relief organization in the Levant, which has saved the lives of approximately one million people since its beginning in 1919 and which is now the sole support of 50,000 war orphans in Armenia, Greece and Syria. "The group of children under the care of the Near East Relief present a strategic opportunity for developing ideas of international good will, toleration and co-operation that may change that region from a center of strife and hatred to one in which the rights of other peoples are respected," said Prof. Wilcox in taking up his work.

Among the ranks of the school people of California are many veterans of the World War. The Sierra Educational News has been requested to call the attention of all veterans to the Adjusted Compensation Act which became a law last May. Veterans or dependents should apply immediately to the Adjusted Compensation Branch, Washington, D. C.

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World's Champion Shorthand
Writer

In the Annual Shorthand Speed Contest held by the National Shorthand Reporters' Association on August 18, Mr. Charles Lee Swem, former stenographer to Woodrow Wilson, again won first place with an accuracy record of 99.233 percent perfect. Mr. Swem therefore retains the **WORLD'S CHAMPIONSHIP TROPHY** which he won in 1923.

Second place was won by Mr. Nathan Behrin, third place by Mr. Martin J. Dupraw, and fourth place by Mr. Solomon Powsner. Only these four contestants qualified on all three championship tests, at 200, 240, and 280 words a minute.

Mr. Swem and Mr. Dupraw are writers of Gregg Shorthand.

Two Shorthand Champions

Gregg Shorthand is the only system that has produced two **WORLD'S CHAMPIONS** in the contests of the National Shorthand Reporters' Association since these contests began in 1909, the championship cup having been won by Albert Schneider in 1921, and by Mr. Swem in 1923 and 1924. Mr. Schneider, who studied Gregg Shorthand in the New York High School of Commerce, was recently appointed to the shorthand reporting staff of the United States Congress.

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The success of writers of Gregg Shorthand in business offices, the court room, convention and legislative halls, in the United States Congress—in fact, wherever shorthand is used, has fully justified the adoption of Gregg Shorthand by the great majority of the public and private schools of the country.

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In 92% of the 5,500 high schools in the United States where shorthand is taught, Gregg Shorthand has been adopted for exclusive use. In the thousands of private commercial schools "shorthand" and "Gregg" are almost synonymous.

In brief—Gregg is the standard shorthand of the American people.

The Gregg Publishing Company

Phelan Building, San Francisco

WHAT SONOMA COUNTY IS DOING

(Continued from page 569)

achievement, and those who had accomplished but little.

Americanization

Not only are the rural children looked after, but also the adults, through an Americanization program that was begun in September, 1923. The cities of Petaluma and Santa Rosa were the only places in the county where classes have previously been held in Americanization. Six rural centers have been established, and plans are under way for starting seven other rural centers. These people have been reached by the Americanization worker getting in touch with the leaders of the various nationalities, by addressing P. T. A's, Farm Centers and other organizations and enlisting their co-operation, and by circulars and newspaper articles.

Out of all this special help and attention to rural school has come many fine things. One of the high school principals reported he had profile cards of several children who had not yet appeared at his school. Accordingly the attendance officer hunted up these children and they are now in school.

Tests

So many teachers have become interested in the use of Standard Tests that a university extension course is being planned. Several teachers have been using the Thorndike-McGill Reading Tests to help them in bringing their children up to standard. These pupils are also interested in improving their reading and raising their scores.

One of the most valuable by-products of Saturday conferences was a request from the teachers that they form committees to work on time allotments and standards of attainment for the rapid, normal, and slow groups.

In all there is a growing sense of responsibility and professional interest that is very wholesome and encouraging.

The offices of the Los Angeles County Board of Education and of Mark Keppel, County Superintendent of Schools, have been removed from the Hall of Records in Los Angeles to the Thorpe Building, 132 North Broadway, of that city. These offices occupy the entire fourth and fifth floors of the building and are being rapidly put into shape, furnishing one of the best arranged and commodious executive offices of any that we know.

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When the brain is tired and memory lags, fatigue is the result. School teachers, clergymen, architects, and all professions that demand brain

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Say you saw it in the Sierra Educational News

SALESMANSHIP IN THE GRADES

(Continued from page 571)

but describing the personality as we saw it. These were often very good and then we would try to guess who it was.

During this time each one had a chance through assignments to make manifest in words and actions things he had learned. We had talks, debates, and dialogues by which poise and confidence were gained. In every subject in the class we strove for efficiency, improvement in quality of work, oral or written. The penmanship especially showed improvement. We put ourselves and our personality in everything we did. In language class we learned of Ford, Wanamaker, Marshall Field, Burbank, Edison and others. We also had to study the types of buyers, the strong and weak points in their armour, and how to meet them. We had to learn to read character in faces.

Value of time was still another assignment. Being two or three minutes tardy meant 30 or 45 minutes in a class of fifteen, as fifteen persons were kept waiting. When this was realized, unnecessary whispering and commotion disappeared. It meant a leak. We discussed this in reference to employees in factories, etc. It is as dishonest to steal time as money. Time is money to an employer.

At last we were ready for practice in the real sale. The schoolroom became a lawyer's or a doctor's office or a groceryman's quiet corner and each assumed the role of salesman and took his turn to marshal his facts and present his arguments and used all his powers of persuasion in an effort to sell. After each we discussed the strong and weak points. The good points came always first. The others of the class profited by the mistakes of each one preceding.

Our first car was the teacher's revolving chair with another chair supporting the waste paper basket on its side as the engine and radiator of our makeshift car. Later an auto salesman brought a real car into the yard and we had a wonderful demonstration.

The boys worked out little skits to give in class. For example, a business man decided to buy a Ford. All the salesmen of accessories in town found out about it and came trying to sell him goods which they tried to convince him were necessary for a Ford owner. In self-defense he decided to sell his Ford and buy a car that didn't need so many accessories.

While enthusiasm was high we bought and sold books, groceries, clothing, real estate, and



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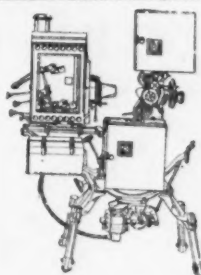
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built a bungalow. We assigned different tasks to each member in the class in finding cost of material, construction, etc. By this time I had to accede to the importuning of the girls who felt they were missing something good. We used an English period for them. They helped us in furnishing the bungalow. They went on pricing expeditions to furniture stores and consulted catalogs. They brought samples for curtains, learning to judge values and worth of materials. One of the boys learned to make blue prints and made the blue print for our bungalow. Another boy whose brother was an architect furnished the different drawings. It seemed so very real to us that it furnished the thrills of actuality.

An important assignment was the study of clerks and other salesmen. Every one in the class chose some store and went to really buy an article or to simply price it. While doing this he studied the clerk as to physical, mental, and moral personality. He questioned him about the article to see if he really knew his goods. He observed as to whether he "knocked his competitors" or not and if he was a man to inspire confidence. How did he meet his customer? What kind of English did he use? etc. The class became keenly observant. Every day they wanted to relate experiences.

The boys and girls gained in information, observation and proficiency in the art of selling goods. The real training was the mental and moral development evident in the members and in the quality of school work. They learned to become respectful rather than abrupt, and walked well rather than slouched. Timid pupils were coached to walk and talk, and gained in self-confidence. Those who exaggerated learned to become more exact and accurate, the tardy became more prompt, the slow and dull gained more pep and alertness, and indifference gave place to enthusiasm.

The self-reliance gained was astounding. One day I suggested taking a visiting day and wondered if my class could take care of themselves. How happy they were to have the opportunity to show me they could. I chose a leader for each subject and let him plan and assign the lesson. The principal informed me that he watched with interest the results and on different pretexts visited the room. He had never seen a more orderly room. Every one tended to business and did his little part to make the day a success. How proud they were when I returned and they could convince me they had perfect control of themselves! How important it is to learn our relation to society and what



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The Story of Chocolate^{*}

[Continued]

By
BARBARA
REID
ROBSON



UNCLE SAM is a lenient guardian, indeed, when it comes to America's "sweet tooth." He doesn't care how sweet it is. In fact, he encourages it. So much so that Government statistics between the years 1909 and 1921 show a decidedly healthy increase in the production and consumption of chocolate and cocoa products. The following figures taken from a Census of Manufacturers report, 1921, Department of Commerce bulletin, tell the story:

United States	1909	1921
Number of establishments preparing cocoa and chocolate products	27	55
Persons engaged in the industry	3,404	8,036
Value of products	\$22,390,222	\$81,649,432
Value added by manufacture	6,867,162	32,515,053

(Figures for 1921 do not include data for three establishments with products under \$5,000 value).

The high fuel value and healthful qualities as well as the palate appeal of chocolate are the factors influencing its increased consumption. And as for digestibility, cocoa and chocolate require little, if any, apology. No less an authority than J. W. Knapp (in "Cocoa and Chocolate," 1920), says:

"Forster (a European investigator) shows that the nutrients in cocoa are

easily assimilated. Forster found that the fatty and mineral constituents of cocoa are both completely digested, and the nitrogenous constituents are digested in the same proportion as in finest white bread and more completely than in bread of average quality. One very striking fact was revealed by his researches, namely, that the consumption of cocoa increases the digestive power for other foods which are taken at the same time, and that this increase is particularly evident with milk. Dr. R. O. Newmann (another investigator) who fed himself with cocoa preparations for over twelve weeks, while not agreeing with this conclusion, states: 'The consumption of cocoa from the point of view of health leaves nothing to be desired. The taking of large or small quantities of cocoa, either rich or poor in fat, with or without other food, gave rise to no digestive troubles during the 86 days which formed the duration of experiments.'"

Ghirardelli's Ground Chocolate is an ideal blend of cocoa, unsweetened chocolate and sugar. It contains a little less fat and a little more carbohydrate than cocoa. Hence its digestibility compares very favorably with that of cocoa.

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Please put me on your mailing list for the complete series on the Story of Chocolate. Absolutely free, of course!

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★ Note: This is the fourth of a series of monthly bulletins on the Story of Chocolate written from the teacher's point of view. They are planned to give the teacher, for personal information and possible class work, the essential facts about one of the most interesting and important of foods—chocolate! Because of limited space, only part of each four-page bulletin is printed above. To be sure of having the series complete, we suggest that you fill in and mail the coupon at the right.

Say you saw it in the Sierra Educational News

we owe it! We do not live for ourselves alone but strive for honor through service.

J. W. Fricke, President, C. F. Weber & Company, San Francisco, is a most enthusiastic Californian. He is always happiest when telling of the glories of the Golden State. During the last few weeks, he has entertained some fifteen parties of members of the National School Supply Association. Not content with that he recently sent a blanket invitation to the entire Association. This invitation is so refreshing that we quote it in full:

"Chief Justice Taft says that San Francisco 'Knows How.' Another notable once said that in the city by the Golden Gate, a real dinner might be secured 'cooked in any language.' My brothers of the Association are most cordially invited, individually or collectively, to make a pilgrimage to our City on its Seven Hills and test, with me, the truthfulness of what has been so well vouched for by Mr. Taft and other notables without number.


Of course you know that California is the land of big things, whether of trees or trout, of valley or mountain. From San Francisco as a center, the Yosemite Valley, the Big Trees, Kings River Canyon, Southern California, the Lake Tahoe and Mount Shasto Resorts, the Redwood Tree Country, the Feather River Canyon, the Coast Resorts, are all yours for the coming. Just now you might need your overcoats, but umbrellas may safely be left at home.

Come and let us show you how we live the life in this favored land of romance, of history, of business and of 'hustle.' The latch string is out, now and always."

Juvenile Delinquency is comprehensively reported by the former staff members of the California Bureau of Research, under the direction of Dr. J. Harold Williams. They have completed a comprehensive report on the findings of the bureau for the eight years of its existence, including data on 1250 delinquent boys, representing consecutive entrants to Whittier State School during that period. The report also includes a study of 341 delinquent girls at the California School for Girls, and another study of 467 boys at the Preston School of Industry. Special emphasis is placed on the results of psychological tests and the social case investigations. Several hundred homes and neighborhoods were especially studied. The bureau, which has been engaged since 1915 in the study of juvenile delinquency, was suddenly discontinued on June 30, 1923, in consequence of the "efficiency and economy" program of Governor Richardson. Its publications, including the Journal of Delinquency, were discontinued with the organization. The bureau was a department of Whittier State School, and maintained branch laboratories in other institutions.




Physical Training versus Military Training is a noteworthy article by Dr. C. Ward Crampton, National Chairman of the P. T. A. Physical Education Committee. Copies are available for general circulation.


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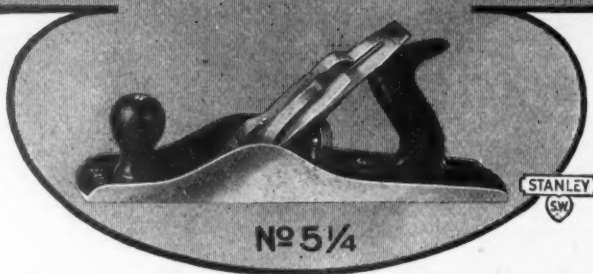
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PRINTING IN THE JUNIOR HIGH SCHOOL

(Continued from page 573)

ends. In one or another of its forms, it easily fits itself for use by pupils of any grade or maturity and attainment from early adolescence through the secondary period. It has both personal and social values; both disciplinary and practical; both the utilitarian and the fine arts reference. School printing is destined to occupy a larger place in education than yet appears."

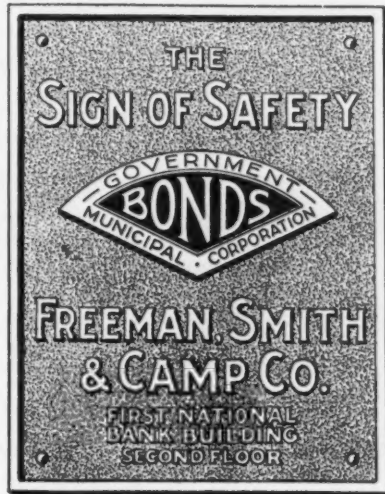
The Teachers Casualty Underwriters, 456 T. C. U. Building, Lincoln, Nebraska, uses in one of its booklets the picture of an umbrella to illustrate the protection afforded by membership in this great teachers' organization. Under the "T. C. U. Umbrella" is more than a figure of speech, as so many of our teacher friends have realized, to their great relief in times of distress. It means literally an income when the regular income is interrupted or discontinued on account of sickness, accident or quarantine. Any teacher not familiar with the plan of the T. C. U. should send for full information to the Teachers Casualty Underwriters, 456 T. C. U. Building, Lincoln Nebraska. It will be sent wholly without obligation.

The San Francisco Public Schools have issued an up-to-date 120-page bulletin outlining a kindergarten-primary curriculum.

It is pretty generally agreed that there are too many separate subjects in the elementary school course of study. The attempt has been made in this Course to bring greater unity into the whole program for the education of the child in these grades. Lines of demarcation between subjects do not exist in living and should have less existence in learning. It is believed that the printing of the whole Course of Study in one unit and organized in such a way as to show the relationship existing among the several activities and subjects will contribute not a little to the effectiveness of the work in the Kindergarten, First, Second and Third grades.

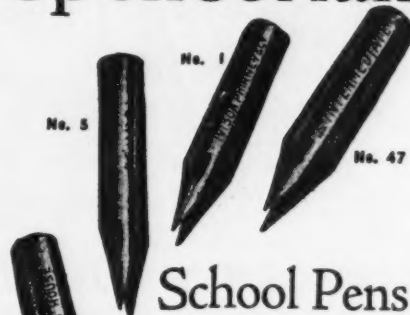
Teachers have asked for a more definite and detailed organization of the objectives to be achieved and of ways and means for the attainment of these objectives. This Course attempts to provide such an organization of objectives and ways and means for selection and adaptation and use by teachers. It is hoped that the Course will be helpful to teachers in providing a background of rich experiences for the children.

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OPPORTUNITY CLASSES

(Continued from page 574)

Materials Used

The materials used in these classes are in large measure the projects which have been developed by Dr. A. H. Sutherland and his staff for the Adjustment rooms in the Los Angeles City Schools. (1) We are developing new material adapted to our course of study and based upon the Los Angeles technique and method. It is only through the generosity of the Los Angeles City School Department, and through kindest and self-sacrificing courtesy and the valued suggestions of Dr. A. H. Sutherland that we have been able to innovate this meritorious plan.

The chief function of these Opportunity classes is to improve the "mental mechanisms" of the pupil. The powers or abilities developed through the activity of the pupil as he masters the minimal essentials of the "gaps" he is bridging enable him to carry the work of an advanced class to which he is promoted with the chances for success very greatly in his favor.

These classes are not serving as special classes for gifted children. They are functioning to give average and gifted children an opportunity to develop their abilities and powers up to such a level as will enable them to be placed in a school environment where they will receive their fullest and best rounded development.

Footnote: (1) a. See, Sutherland, "Correcting School Disabilities in Reading." "Elem. Sch. Jr." Sept. 1922, p. 37." b. See, "Intelligence Tests and School Reorganizations." Published by World Book Company, 1922.

The demand for elementary school teachers, exclusive of the rural schools, exceeds the supply in Alabama, California, Georgia, Louisiana, Massachusetts, Montana, New Jersey, New Mexico, New York, Rhode Island, West Virginia Wyoming.

The supply of elementary school teachers, exclusive of the rural schools, exceeds the demand in Arizona, Colorado, Connecticut, Iowa, Indiana, Michigan, Minnesota, Mississippi, Nebraska, Nevada, North Carolina, Oregon, Pennsylvania, South Dakota, Vermont, Virginia, Wisconsin.

In general, the southern and western states have a shortage of elementary teachers for town, village and city systems; the eastern states are probably equally divided, although Massachusetts and New York indicate a shortage. Central and northwest states have a decided over-supply.

States with an over-supply should look forward to raising the qualifications of elementary school teachers. Normal school and teacher

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college graduates should be encouraged to seek experience in rural schools. There are many well paid rural school positions. If more normal school graduates could be encouraged to teach in rural schools, salaries would probably become more attractive.

A system of teacher distribution between the various states might be advantageous. This is indicated by the number of state superintendents who asked for names of prospective teachers. Some states do not have a shortage of teachers but at the same time do not have enough with normal or teacher college training. —From a survey made by John R. McCrory, St. Cloud, Minn.

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**EDUCATIONAL PROGRAM
 OF MEXICO**

(Continued from page 575)

isfy the needs of the community; for example, in the rural districts agriculture and farming is emphasized in the curriculum.

There are also schools for manual training. The idea is to turn out a better and more intelligent working class. So that in the future everyone shall be a skilled artisan. Where the institution is large enough and the apparatus permits it, the students themselves supply the needs of the community. For example, there will be a millinery shop connected with the school in which all the hats sold are made by the students. Some of the best bakery and confectionery shops are now run under this same method. After paying the expenses, the profits are divided amongst the students and this is particularly true in the orphanages, which in some cases are self-supporting. Learning there, is not theoretical but obtained in the school of experience.

(b) The next division of this plan of education is the libraries. For Mexico feels that in many cases a few good volumes is all the training necessary. Of these libraries there are three types (1) The National library, which has over 500,000 volumes and the smaller state libraries. (2) The city libraries with their branches and (3) "Las bibliotecas ambulantes" which is a very novel and interesting type.

This consists of about 50 to 1000 volumes containing a few of the old Spanish writers like Cervantes, Lope de Vega, Calderon and others. Shakespeare, Dante, Hugo and the modern authors Tagore, Roland, Galdos, Ibsen and Goethe are also included. There are also references on agriculture, Home Economics, Hygiene, etc., written not in technical terms but in language that every one can understand.

(c) The next division embodies the fine arts. There being a great movement on foot to recognize genius and talent in the arts. These gifted people are given the opportunity to develop their talent.

By way of conclusion I may say that the whole constitution of Mexico has been revised in order to fit the educational needs. More money has been granted toward the maintenance of schools; school laws have been passed making education compulsory up to the age of sixteen. And education has become National, that is, controlled by the Federal government rather than by the state in order to make it more universal and competent. And, too, I may add a word of praise to the great number of honorary teachers who without financial recompense are devoting their time to the teaching of illiterate adults. These honorary teachers pledge themselves to teach five or more persons to read and write who in turn promise to do likewise. Thus learning and light are being disseminated in a country where fifteen years ago only 10 per cent of the nation could read and write.

Say you saw it in the Sierra Educational News

DRAMATICS AND PUBLIC SPEAKING

(Continued from page 575)

- Wed.—Dramatic Expression—Memorized Emotional Sentences and Short Extracts from Speeches, Oral Expression harmonizing with physical activity, Humor, Pathos and Character Studies.
- Thur.—Reading of One Act Plays—Original Essays on Playwright's Life, Works and Purpose, Introductory Study of Drama Structure.
- Fri.—Obligatory Discussions—Prepared Two Minute Speeches.

2nd Semester, 2nd Year

- Mon.—Original Pantomimes, Supervised and Directed by the Students. Stage and Platform Technique.
- Tues.—Study and Practice of Parliamentary Law; Impromptu and Prepared Speeches, Study of Delivery and Arrangement, Analysis of Voice, Manner and Personality, Sincerity and Persuasiveness.
- Wed.—Advanced Dramatic Expression—Memorized scenes from Plays, Readings and Monologues, Interpretative characterizations.
- Thur.—Continuation of the Reading of One Act Plays, specially chosen to illustrate different phases of drama structure; Research and Original Essays.
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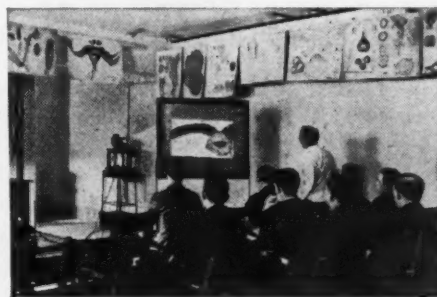
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the vehicles is a part of the transportation cost for that year. Interest on the money invested in vehicles, drivers' salaries, oil, gasoline, repairs and general upkeep are all items that should be used in figuring what it costs to take the children to and from school.

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work out. If the school people of the United States will give close attention to their transportation problems for a year or two they can get the data from which successful practice may be determined.

FIRST JUVENILE HOME

(Continued from page 576)

activity in sewing, mending, cooking, washing, ironing, care of the modern kitchen, laundry, pantry, etc. Much of the work of the Home is thus done by the pupils, which gives them a practical training for various useful occupations they may follow in later life.

The honor system prevails and discipline is a minor matter. The pupils earn what they get by clean speech, good conduct, co-operation, and an optimistic outlook on life. A Boy Scout Troop in the school arouses a fine spirit of emulation as well as co-operation. A Scout cabin is being built by the troop; the week-end hikes are privileges earned by good conduct. The Kiwanis Club sponsors the troop and furnishes suits and other equipment when a boy is unable to meet the necessary expense.

At the end of four to eight months spent in the school, the pupil may be paroled for two years. During this time he reports regularly to the Probation Officer, who keeps in personal touch with the boy and his parents. Only two in twenty-three, who have been paroled in eighteen months have proved unworthy of the training. One of these, after serving his second term, made a success and is now a member of Uncle Sam's Navy.

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Mild Looting

(Continued from page 577)

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Sigma Xi, a society for the promotion of research, is supporting a fellowship in co-operation with the National Research Council. Chapters are functioning in forty-two leading universities and research institutions in this country and Canada. The total membership of Sigma Xi is approximately 18,000 and includes the leading workers in all fields of scientific endeavor. The American Association for the Advancement of Science gives one evening of its annual convention week exclusively to Sigma Xi.

The **Save the Redwoods League** has announced two important events of interest to every teacher and nature lover in California.

The first is the dedication of the Franklin K. Lane Memorial Redwood Grove, a beautiful 200-acre tract of giant trees on the Redwood Highway, at Kettintelbe (Phillipsville), 65 miles south of Eureka, which took place August 24.

The second is the saving of another tract on the Redwood Highway 10 miles south of Crescent City, preserved through the generosity of Mr. George Frederick Schwarz of New York, together with funds supplied by the League from dues and contributions of members. It has 157 acres, and over twelve million feet of Redwood. It is a magnificent grove.

The objects of this important League are:

1. To rescue from destruction, for the enjoyment of this generation and those to come, representative areas of our primeval forests.
2. To establish through Federal aid a National Redwood Park, and through State aid a State Redwood Park.
3. To purchase Redwood groves by private subscription, and to establish memorial groves for individuals and organizations.
4. To obtain the protection of timber along State highways in California, and, when feasible, to secure State and County bond issues for Redwood protection.
5. To support reforestation and conservation of our forest areas.

Objective Measurements in Moral and Religious Education was the theme of a remarkable address by Dr. Whittier L. Hanson at the recent 50th anniversary of the founding of Boston University. This address has attracted so much attention that it has been published in the Boston University Bulletin, Volume 13, No. 24. A copy will be sent gratis to any teacher who makes request to the School of Religious Education and Social Service of Boston University, Temple and Derne Streets, Boston, Massachusetts.

The First Board of Health, avers Dr. Matthias Nicoll, State Commissioner of Health, New York, was established by the Venetian Republic in 1348. Because of the great epidemic of plague which then overwhelmed Europe, Venice appointed three guardians of public health, who enacted rules and regulations for the exclusion of infected ships, and instituted later the procedure of quarantine for infected persons. Great epidemics and epoch-making discoveries in the field of preventive medicine have always been the stimulus to greater public health activity.

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The Superintendent of the San Francisco City Schools, Mr. J. M. Gwinn, is organizing an Advisory Committee. Its purpose is (1) To advise with the Superintendent on school matters. (2) To develop professional responsibility. Any teacher or administrative officer employed in the San Francisco School Department shall be eligible for election to this committee. All sections and classes of the school system are represented. Meetings of the Committee will be held at the call of the Superintendent.

The California Polytechnic School at San Luis Obispo now has as its president, Dr. Benjamin K. Crandall, formerly Supervisor of Agriculture at the University of California. Dr. Crandall succeeds Mr. Nicholas Ricciardi who has become State Commissioner of Vocational Education. The Polytechnic school is devoted to vocational training and is under the State Department of Education. Agriculture and Homemaking are stressed. In 1923 the Special Legislative Commission on Agricultural Education, in which the State Agriculture College was ably represented, rendered the following conclusion: "The need for farm schools is limited. It is the opinion of the Commission that this need in California would be fully met at the present time by the careful, efficient, and attractive development of the California Polytechnic School at San Luis Obispo, to which might be transferred all the non-degree work now given at Davis except the short courses for persons beyond high school age."

Say you saw it in the Sierra Educational News

Child Labor in North Dakota is the title of a recent bulletin from the United States Children's Bureau. It reports a thorough study of the work of rural children which should be of interest to California school people who have to do with country schools. In North Dakota the actual amount of school time lost by the children for farm or home work was larger than for any other cause. Nearly 50 per cent of the children under 14 years of age had stayed out of school for farm or home work, contrary to the State Child Labor Law. There are many interesting points of similarity and of contrast between Dakota and California conditions.

Analysis of the Plasterer's Trade, is a remarkable piece of job analysis by Melvin S. Lewis. It is No. 3 of the University of California Division of Vocational Education, Trade and Industrial Series.

Professor Lee, Director of the Division, states that Mr. Lewis in this study, has set a standard of trade analysis which future students in the field will find it difficult to surpass. The study will be of particular value to those responsible for outlining and teaching courses for workers on a short unit basis.

Manual in Health Supervision and Instruction for the Elementary Schools of the State of California is the title of an official bulletin of the State Department of Education, recently issued. Dr. Herbert R. Stolz, State Supervisor of Physical Education, is the author. The pamphlet of 37 pages includes procedures in health supervision, methods of training in health habits, methods of giving information concerning the body and its care, co-operation of home, school and community in maintaining the child in good health. Three appendices cover references, equipment and supplies and form letters.

Santa Barbara is completing a splendid expensive building program for its elementary and high schools. Recently several modern elementary school buildings have been finished and are now occupied. In June the high school building was dedicated with impressive ceremonies. Santa Barbara High School is now one of the most beautiful and adequate secondary school plants on the Pacific Coast. Superintendent Paul Stewart of the Santa Barbara Schools has accomplished wonders for that city since his administration there.

No pastime is more fascinating and valuable than the making of scrapbooks. The child pastes pictures to amuse himself on rainy days. The young athlete secretly pastes press notices of games, tournaments and meets in a book which he cons behind closed doors; the housewife clips a new recipe from the morning paper and pastes it in that flour bethumbed cookbook which is fragrant with "sugar and spice and everything nice;" the traveler pastes his snap shots in the album with which he amuses himself and bores his friends; even at the White House the items of particular interest to the President are clipped from hundreds of newspapers daily and pasted on yellow sheets so that the President may quickly lay his finger

on the pulse of public opinion with respect to any question. 'What do you paste in your scrap-book? Jokes or poems or cartoons or stock quotations or the changing personnel of your favorite ball teams? Cultivate the scrap book habit. It needn't be a sticky, messy process if you use Gluey Paste, manufactured by the Commercial Paste Company. It comes in a tube and never need touch anything but the paper it's to glue. It smells good and a little bit of it sticks more staunchly than burdock burs on your Sunday suit.

Dr. Frank F. Bunker at one time Superintendent of the Berkeley schools and prominent in California school affairs has recently completed a tour around the world and is in Massachusetts. Dr. Bunker was one of the first to develop the American Junior High School. For several years he was Executive-Secretary of the Pan-Pacific Union, Honolulu.

A survey of race relations, which is being conducted on the Pacific Coast, has made excellent headway during the past year. The survey is making a detailed investigation of the Oriental people on the Pacific Coast. Japanese, Chinese, Koreans, Philippines and Hindus are included in the studies. The survey extends from British Columbia to the Mexican border and is highly intensive. The case history method is largely used. Special attention is being given to the children and young people of Asiatic ancestry who are American born or who have spent most of their life in America. School people have made many special contributions to the survey.

Curtailling of the public school day to provide time for "religious education" is now permitted by California law. Attorney General Webb has transmitted an opinion to Will C. Wood, state superintendent of public instruction, ruling that students can be released certain periods each week for religious schooling in private institutions. Webb stipulated, however, that school authorities must provide for compliance with the minimum school attendance law. Students whose parents do not desire them to attend religious schools may return to their homes during the religious instruction periods, the attorney general said.

Mrs. Marietta Johnson is one of America's pioneer educators. At Fairhope, Alabama, in 1907, Mrs. Marietta Johnson established a school in a small cottage with six children. Mrs. Johnson had been a teacher. She had arrived at certain conclusions born of her experience, and she began to make a practical application of her theories. This little school has grown into the "School of Organic Education" at Fairhope with a present enrollment of 240 pupils and a school property of some ten acres on which there are several commodious buildings. In the years since 1907 Mrs. Johnson's methods have attracted wide attention and schools founded upon her plan have been opened at Greenwich, Conn., and Montclair, New Jersey. Mrs. Johnson will conduct a course of lectures at La Vero Foundation Headquarters, 1212 Market Street, beginning October 22.

Lightening Your Burden



HEAD lies the strain of a year's work: strain upon physique, peace of mind and nervous system. The first month, beginning a new term, seemed relatively easy after the summer's rest and with the flavor of "homecoming" characteristic of September. The hard road lies ahead. A teacher knows by experience, or intuition, the coming nights of fatigue.

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San Diego—The Marston Co.
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